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ABSTRACT

This document presents a curriculum for high school students designed to help students recognize human needs, develop useful communication skills, improve perception and self-concept, and learn to make rational decisions to improve the quality of life for themselves and for society. The curriculum is organized by instructional objectives. An introductory orientation instructional objective, that the student will practice and adopt communication skills that will promote effective interaction with others, is presented, along with five other instructional objectives: (1) students will describe some human needs and the behavior used to meet those needs; (2) students will describe how self-concept and perception have direct influences on choices of behavior; (3) students will list methods for changing self-concepts from negative to positive; (4) students will relate drug abuse to psychological defense and escape behavior patterns; and (5) students will explain perceptions of drug abuse, its scope, and its relationship to other social problems and social change. For each instructional objective, a set of performance objectives is listed, and suggested activities, worksheets, handouts, and related materials are provided for each performance objective. Each instructional objective unit ends with a sample unit assessment measure. Lists of teacher resources in print, films, audio-cassettes, and community resource agencies are included. (NB)

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HUMAN BEHAVIOR

Senior High School Semester Elective

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

HUMAN BEHAVIOR
SENIOR HIGH SCHOOL SEMESTER COURSE

Summer 1985

Wilmer S. Cody
Superintendent of Schools

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Rockville, Maryland

Department of Driver, Health, and
Physical Education and Athletics
Office of Instruction and Program
Development

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The following MCPS professional staff members helped write and organize the curriculum guide in 1982, working cooperatively with Michael S. Tartamella, coordinator of health education:

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RATIONALE

In today's society, the evidence of stress, emotional pain, loneliness, and destructive action toward self and others is common in families, schools, and communities. These problems have been widely recognized throughout the nation. Alcohol and drug use among teens has increased dramatically in the last two decades, only recently showing a slight downturn. The incidence of suicide and eating disorders such as anorexia nervosa and bulimia are at epidemic levels among today's population.

Educators once believed that the dissemination of factual/pharmacological information about drugs/alcohol would reverse the growing trend of abuse. However, it became apparent that information by itself was not a significant deterrent, and, in many cases, actually stimulated curiosity and experimentation. Presently, credible information about the effects can be seen as only one aspect of a broader prevention perspective, which promotes strategies for personal and social growth and/or provides constructive alternatives to alcohol/drug use.

While teens need to have information on these topics, they also need to have education about the emotions involved, and most especially about alternatives to these self-destructive behaviors.

Studies continue to prove the correlation between negative self-concept and self-destructive behaviors. Adolescents are experiencing increasing difficulties in establishing life goals, finding meaning and purpose in life, and committing themselves to vocations and interpersonal relationships.

The recognition of human needs, the development of useful communication skills, improvement of perception and self-concept, and the ability to make rational decisions improve the quality of life for the individual and society.

INTRODUCTORY ORIENTATION SESSIONS: Practicing Communication Skills

INSTRUCTIONAL OBJECTIVE: The student will practice and adopt communication skills that will promote effective interaction with others.

PERFORMANCE OBJECTIVE 1: The student will recognize the importance of communication in relationships with others.

SUGGESTED ACTIVITIES

Note concerning class activities: Teacher should tell students on the first day of class that no activities are intended to invade personal or family privacy. Explain that each student should feel free to say "I pass" if he or she feels uncomfortable with any activity.

1. Name Activities

   a) Students sit in a circle. Teacher starts activity by saying, "I am Mrs. Tutwiler." The first student to her right reintroduces Mrs. Tutwiler and introduces himself/herself and the person to his/her right. This process continues around the circle with each new person repeating the name of all who have been introduced until the last person in the circle (person to the teacher's left) has repeated everyone's name.

   b) The above activity is repeated, but this time in addition to his/her name, each person must add a descriptive word or phrase that tells something he/she is good at doing or something he/she likes to do. (For example, "I am Jan and I like to ride bikes.")

   c) "Name Bingo." Using Worksheet 1, have students fill each square with another student's name, using the following technique:

      Each student asks 15 other students a question and, after hearing each student's answer, writes that answer in a square. No student may answer the same question twice or have the same name more than once on his/her worksheet.

      Sample questions like the following can be written on board to aid students:

      (1) What do you like to do?

      (2) Who is your best friend?

      (3) What qualities do you look for in a friend?

      (4) What behavior could you <u>not</u> tolerate in a friend?

      (5) What's the hardest thing you've ever had to do?

(6) What's your favorite movie? Book?

(7) What was a success you had in the last year?

(8) What is something you're proud of?

(9) What is something you'd like to do, but have never done as yet?

2. Show J.C. Penney Co. filmstrip Communication Concepts: The Johari Window. Using Worksheets 2A, 2B, and 2C, have students draw their own Johari windows. Class discussion should follow based on Worksheets 2A and 2B.

INSTRUCTIONAL MATERIALS

Filmstrip: Communication Concepts: The Johari Window, New York: J.C. Penney Co., 1979.

Worksheets

Worksheet 1

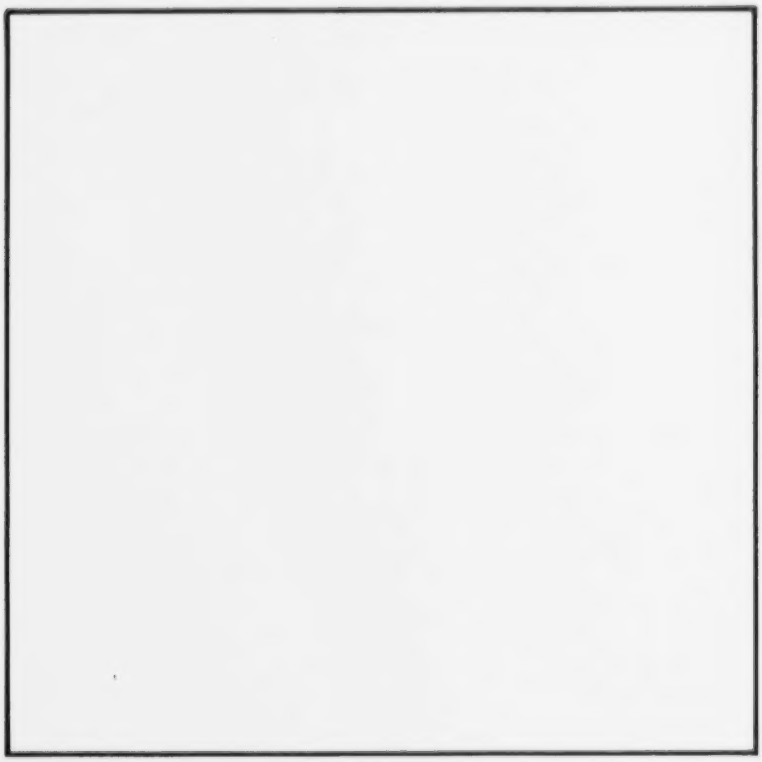
"Name Bingo"

14

15

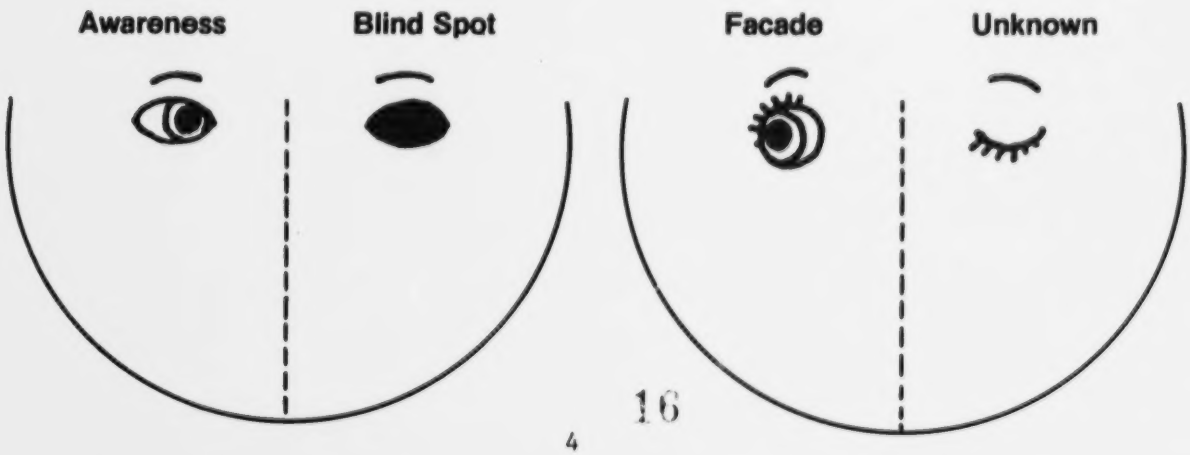
Worksheet 2A

"JOHARI" WINDOW WORKSHEET
Janice C. Redinger



1. Label the parts of the window on the outer edges of the above square.

2. Fill in the faces below with several facts about yourself in each appropriate category:



Worksheet 2B

2b. Which was the easiest section to fill out?
Which was the hardest?
With which would you need to have a good friend help you?

3. Have you increased your awareness area at all this year or after this exercise?
How could you increase this area?

4. Blind Spot Area: What surprised you?
How did you feel when someone filled in this area?
What made it easy, or hard, to receive information about yourself?

5. Facade: Could you disclose anything to anyone in this area?
How did you feel?
Has it affected your relationship with anyone?

6. Unknown: What might be some things you might like to know about yourself?

Worksheet 2c

THE JO-HARI WINDOW*

THIS MODEL HAS BEEN DEVELOPED TO HELP US IDENTIFY HOW MUCH WE KNOW ABOUT OURSELVES AND OTHERS, AS DETERMINED BY THE SIZE OF EACH OF THE 4 AREAS. SHARING AWARENESSES AND FEEDBACK CAN THEN ENABLE US TO CHANGE THE SIZE OF EACH AREA.

	THINGS I KNOW	THINGS I DON'T KNOW
THINGS OTHERS KNOW	**AWARENESS** Open sharing and communication with others. Giving and receiving feedback.	**BLIND SPOT** Things about me I don't know. Things I may not necessarily want to know. One-way communication.
THINGS OTHERS DON'T KNOW	**FACADE** Intentional hiding of real self from others. Keeping secrets.	**UNKNOWN** Things presently not known, some of which may never be known. Unconscious parts of self.

*CREATED BY JOSEPH LUFT AND HARRY INGHAM, TWO SOCIAL SCIENTISTS, IN 1963.

PERFORMANCE OBJECTIVE 2: The student will analyze the interrelationship of verbal and nonverbal means of communication.

SUGGESTED ACTIVITIES

1. Consult list of words dealing with emotions (see background information). Choose several words which could be expressed nonverbally. Write each word on a separate 3x5 card, number each card, and distribute to student volunteers. Hand out Nonverbal Communication Worksheet (sample Worksheet 3). As each student nonverbally expresses an emotion, the class will identify the emotion she/he is trying to convey.

2. Have students conduct "Murder Mystery Activity" and discuss the importance of communication within group dynamics (see Worksheet 4).

3. Take a field trip to the MCPS Smith Center and participate in the Confidence Course. Have class discussion on the importance of verbal and nonverbal communication upon return.

INSTRUCTIONAL MATERIALS

Field Trip Source: MCPS Lathrop E. Smith Center
Confidence Course
Contact Person: Donna Will
924-2626

Worksheets

Worksheet 3

(Sample)

NONVERBAL COMMUNICATION

Bored	Jealousy
Contempt-Hate-Anger	Love
Contentment	Nervous
Embarrassed	Pain
Excited	Passion-Desire
Frustrated	Pouting
Guilty-Ashamed	Rejection
Innocent-Naive	Thoughtful-Contemplating
Interested	Understanding-Compassionate

1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

Worksheet 4

MURDER MYSTERY GAME

Students are seated in a circle. The teacher gives the following explanation:

> Today we are going to play another game that will help improve discussion skills. Each of the pieces of paper I am holding contains one clue that will help you solve a murder mystery. You must find the murderer, the weapon, the time of the murder, the place of the murder, and the motive. Any time you think you know the answers and the group agrees on the guess, you may tell me. I will only tell you whether all five answers are right or wrong. If some of your answers are incorrect, I will not tell you which answers are wrong.
>
> You may organize yourselves in any way you like. You may not, however, pass your clues around or show them to anyone else, and you may not leave your seats to walk around the group. All sharing of clues and ideas may be done verbally.

After clarifying the rules, pass out the clues. If there are more than 27 students, make up extra clues or have some students share clues. Some students may be appointed to serve as observers and timekeepers. The observers can make suggestions about how the group could be better organized and work faster. The teacher may help the group to share its clues.

Following are the clues, all of which are needed to solve the mystery:

> When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.
>
> Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.
>
> Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.
>
> Mr. Kelley's wife disappeared after the murder.
>
> Police were unable to locate Mr. Scott after the murder.
>
> When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.
>
> The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.
>
> Miss Smith often followed Mr. Kelley.
>
> Mr. Jones had told Mr. Kelley that he was going to kill him.
>
> Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.

Mr. Kelley's blood stains were found in Mr. Scott's car.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem to be too badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard has Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business, stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 11:30 a.m.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

ANSWER: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

FOLLOW-UP

Help students understand what caused the problems the group had in solving the mystery. If they were relatively successful in completing the work quickly, discuss the reasons for their success. Questions should focus first on the skills learned earlier:

Was a leader needed?

How was time lost in getting organized?

Why was it ineffective for everyone to try to talk at once?

Finally, students should discuss the need for the group to encourage everyone to contribute and to consider the contributions carefully:

What problems arose because some people didn't present their clues?

What should they have done?

In what ways did some members ignore the clues of others?

Was any attempt made to urge all persons to present their clues?

Did anyone ever forget a clue and make an incorrect reference?

Were all members included in solving the problem?

Did anyone monopolize the discussion?

PERFORMANCE OBJECTIVE 3: The student will discuss barriers to good communication.

SUGGESTED ACTIVITIES

1. Discuss with class the topic of "Communication Roadblocks" (see background information).

2. Have students role-play situations depicting roadblocks to communication.

3. Ask students to define a word with multiple meanings, such as "lead" (which has over 80) or "quarter" (which has over 17). Discuss how misunderstandings can occur if one's perception differs from someone else's.

Background Information

COMMUNICATION ROADBLOCKS

1. Ordering, directing, commanding

   "Take this to the cleaners this afternoon."
   "Buy me a new coat."

2. Warning, threatening

   "If you do that one more time, I'll knock your head off."
   "Okay, now you've had it!"

3. Preaching, moralizing

   "Some people never seem to know when to quit."
   "I wish somebody would teach you a but more respect for other people's property."

4. Advising

   "Why don't you try to be more careful?"
   "How about drinking your Coke over the table from now on?"

5. Judging, criticizing, blaming

   "I would have thought you would have known better."
   "Now see what you've done."

6. Name calling, ridiculing, shaming

   "You clumsy idiot."
   "You ought to be ashamed of yourself."

7. Interpreting, psychoanalyzing

   "How come you're so accident-prone?"
   "You were just trying to get back at me for what I did yesterday."

8. Teaching, instructing

   "How would you like it if someone did that to you?"
   "I wonder if you know how much it's going to cost me to have this cleaned."

PERFORMANCE OBJECTIVE 4: The student will analyze and evaluate listening skills.

SUGGESTED ACTIVITIES

1. Using J.C. Penney Co. cassette, "Are You Listening?", have students participate in the exercises prescribed. Conduct discussion on listening skills following tape.

2. Listening and Responding (see background information). Teacher conduct lecture/discussion on levels of listening and responding. Have students

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practice different levels in small groups.

3. Play cassette tape of "The Jones-Mohr Listening Test" and complete the accompanying worksheet.

INSTRUCTIONAL MATERIALS

Audio Cassettes: "Are You Listening?" New York: J.C. Penney Co., n.d.
Jones, John and Lawrence Mohr. "The Jones-Mohr Listening Test," San Diego: University Associates Publishers and Consultants, 1976.
Background Information

Classified Levels of Listening and Responding

Level 1: The Unrelated Response

The unrelated response is one which introduces a subject that is completely different from the one initiated by the first speaker.
Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.
Speaker 2: Have you heard that Mary and Charlie are getting a divorce?

Level 2: The Tangential Response

The tangential response is one which picks up on a word or thought contained in the statement of the first speaker, but which directs the discussion away from the purpose of the first speaker.
Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.
Speaker 2: Cars are a pain in the neck. Mine has been in the shop three times in the last two months.

Level 3: The Furthering Response

The furthering response is one which, either verbally or nonverbally, encourages the first speaker to continue on with what he was saying.
Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.
Speaker 2: Were you on the Beltway when it happened?

Level 4: The Feeling Response

The feeling response is one which focuses on the feeling expressed or implied in the statement of the first speaker. Frequently, the second speaker will respond by also expressing his own feeling, while acknowledging the feeling of the other.

Background Information

Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.

Speaker 2: I can understand why you are relieved that there were no injuries.

There are several general statements that can be made concerning the levels of response. First, Level 1 and Level 2 responses shift the focus of the discussion from the first speaker to the second. In effect, they take the ball away from Speaker 1 and, therefore, are frequently self-oriented responses. Level 3 and 4 responses permit the first speaker to keep the ball, in that he is encouraged to continue on with his original point and his feelings are acknowledged and often accepted.

Second, Level 3 responses are often in the form of questions, seeking additional information from the speaker on the subject he has initiated.

Third, Level 4 responses are always furthering, since they speak directly to the feelings of the speaker and don't shift the focus away from him.

Finally, there is an implied value judgment in the four levels; that is, Level 3 and 4 responses are better than Level 1 and 2 responses. This is not always the case. There can be many situations when the most desirable thing a person can do is shift the focus away from a speaker. Perhaps someone has been dominating the discussion. A Level 1 or 2 response may be just the intervention needed to revitalize the group and their interaction. What is important is that one must <u>be aware</u> of the nature of his or her response and use the Level 1 and 2 responses when they are appropriate.

<u>Additional Examples of Levels of Response</u>

Level 1: The Unrelated Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: Are you going to the party at Jane's house tonight?

Speaker 1: The most exciting thing happened to me a few minutes ago!
Speaker 2: Did I tell you about the new car I just bought?

Level 2: The Tangential Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: My math teacher made a mistake in class yesterday, and I was the one who pointed it out to him.

Speaker 1: The most exciting thing happened to me a few minutes ago!
Speaker 2: Let me tell you about the crazy thing I just did. It really turned me on.

Level 3: The Furthering Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: What happened to cause the teacher to be uncomfortable?

Speaker 1: The most exciting thing happened to me a few minutes ago!
Speaker 2: Tell me about it. You look so excited, it must have been something special.

Level 4: The Feeling Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: I'm really sorry to see you so disturbed. Tell me what happened.

Speaker 1: The most exciting thing just happened to me a few minutes ago!
Speaker 2: You look so happy. It must have been a very thrilling experience. I'd like to hear about it.

PERFORMANCE OBJECTIVE 5: The student will demonstrate assertive rather than aggressive or passive communication techniques.

SUGGESTED ACTIVITIES

1. I-messages

   a) Discuss the use of "I-messages," and explain the 3 parts of these messages (see background information).

   b) Have students work in small groups (3-4) practicing the use of "I-messages," using Worksheet 5.

2. Show filmstrip The Gentle Art of Saying No, Pleasantville, New York: Sunburst Communications, 1979. Complete Worksheet 6 "Get Tough."

INSTRUCTIONAL MATERIALS

Filmstrip: The Gentle Art of Saying No, Pleasantville, New York: Sunburst Communications, 1979.

Worksheets

Worksheet 5

I-MESSAGES

INSTRUCTIONS: Construct an "I-Message" which clearly expresses your feelings about the following disturbing situations. Direct your message to the object of your displeasure.

SITUATION	I-MESSAGES
1. You happen to overhear a friend telling another friend a secret about you which you had asked her to keep to herself.	
2. You tell a friend about the record you want to buy that's on sale. He goes out and buys the last one himself before you can get to the store.	
3. As a "joke," a friend orders a pizza and has it sent to your house. You find out who did it later, but you were stuck with a pizza you didn't want, and that you had to pay for.	

Worksheet 6
Name:
Date:

THE GENTLE ART OF SAYING NO!

These are some of the rights that form the basis of self-assertion:

The right to make and refuse requests

Express your opinions

Not to justify

Be treated fairly

Make your own decisions

Initiate conversation

Express affection and love

Give compliments and to express appreciation

Express annoyance, displeasure, and anger

Judge your own actions and to take any consequences for them

Say "I don't know"

Make mistakes

QUESTIONS FOR PART I

1. In what general areas/specific situations do you think assertiveness would be most useful to people your age?

2. What are some typical effects of not saying no?

3. How can you recognize when you have (have not) behaved assertively? Aggressively?

QUESTIONS FOR PART II

Break 1 in filmstrip	1. How might Candy respond? (Give an example.)
Break 2 in filmstrip	2. What else could he choose to try? (Dan, in handling his friends' pressure)
End of filmstrip	3. With whom is it hardest to be assertive? Close friends, parents, teachers, groups, strangers? WHY?

THE I-MESSAGE

Most of the messages we send to people about their behavior are "you-messages" --messages that are directed at the other person and have a high probability of putting them down, making them feel guilty, making them feel their needs are not important, and generally making them resist change. Examples of "you" messages are usually orders or commands (Stop doing that. Get into the car. Stop tapping that pencil); or they are blaming or name-calling statements (You are acting like a baby. You are driving me crazy); or they are statements that give solutions (You should forget that idea. You'd better reconsider that plan), thereby removing the responsibility for behavior change from the other person. Perhaps the worst of all "you" messages is the if-then threat (If you don't ... then I will).

An "I-message," on the other hand, allows a person who is affected by the behavior of another to express the impact it has on him and, at the same time, leave the responsibility for modifying the behavior with the person who demonstrated that particular behavior. An "I-message" consists of three parts: (1) the specific behavior, (2) the resulting feeling you experienced, and (3) the tangible effect on you. Thus a teacher might say to a student:

BEHAVIOR	FEELING
When you tap on your desk with your pencil,	I feel upset because

TANGIBLE EFFECT
I get distracted and have difficulty teaching.

A wife might say to her husband:

BEHAVIOR	FEELING
When I try to help you and you don't say anything,	I feel confused

TANGIBLE EFFECT
because I don't know how you feel about my help.

In effect, the "I-message" allows the sender to implicitly say, "I trust you to decide what change in behavior is necessary." In this manner, "I-messages" build relationships; and, of equal importance, they do not place the sender in the position of enforcing a new behavior as is frequently the case with "you-messages," as discussed above.

PERFORMANCE OBJECTIVE 6: The student will apply principles of good communication.

SUGGESTED ACTIVITY

Group Interview Activity

Explain to the class that they will be doing a good deal of small-group work throughout the course. The groups will always be changing so that they will have occasion to work with almost everyone in the class for brief periods. For this to be successful, it is very important that the people be skillful in working together. One of the most useful communication skills for the kind of group work they will be doing is called "focusing." The following are the three parts to this skill:

1. Focusing. This means that one person is the "focus person" and has the center of attention of the group. The focus person does almost all the talking. The others listen and maintain eye contact with the focus person at a comfortable level. They pay attention to the focus person and do not take the focus away by interrupting, telling their own stories, giving their opinions, and so on. An outsider standing in the back of the room should be able to tell who the focus person is just by watching people's body positions and who is doing the talking.

2. Accepting. The listeners should be warm, supportive, and accepting of the focus person. Nods, smiles, and expressions of understanding, when sincerely given, help communicate acceptance. The listeners do not necessarily have to agree with the focus person; all they need to do is just to listen respectfully and interestedly. Acceptance means giving support so that the focus person feels comfortable in continuing to explore his or her thoughts on the subject or share his or her experiences.

3. Clarifying. Through words, nods, and other nonverbal behaviors, the listeners help the focus person make it easier for him or her to express him/herself. They attempt to understand the focus person's position, feeling, and beliefs. They ask questions which help clarify the focus person's feelings so that the listener better understands them; however, the questions should not be long winded which take the focus away from the focus person; and they should not be questions that are leading or reveal negative feelings about what the focus person is saying, for example, "Don't you think that ...?" or "Wouldn't you say that ...?", and so on.

Explain that you are about to do an activity in which each person will be interviewed by a small group. The person being interviewed will be the focus person, and the others will try to follow the focus rules as best they can. You will volunteer to be interviewed first to demonstrate how it will work; then they will break into small groups and be interviewed themselves. Anyone in the group may ask you a question to get to know you better. You may say as much or as little as you like about any question, or you may "pass," that is, choose not to answer. At any time, you may end the interview by saying, "Thank

you for your questions." As an aid to the students, so that they get some idea of the kinds of questions that are possible and appropriate, you might post sample questions on the board which they may ask you if they like.

a) What do you like to do in your spare time?

b) What was the highlight of your life in the past year?

c) Who is a hero or heroine of yours--from sports, history, television, real life, and so on? Why is she or he your hero or heroine?

d) How do you feel about your name? What else might you like to be called?

e) If you could go anywhere in the world, where would you go? Why?

f) If you could change one thing in your life, what would it be?

Having explained the focus rules and the way a group interview works and having given them these five questions as examples of the kind of questions they may ask, invite them to begin asking you some questions. Try to answer honestly but feel free to pass, just as you expect them to do. Spend from five to ten minutes on this, depending on how it seems to be going and on your comfort level.

Then say, "Okay, thank you for your questions. Now I am going to do something which I will ask each of you to do after you have received a group interview; that is, I'm going to tell you how you followed the three focus rules. The first one is the rule of focusing. "Actually, I felt very well focused upon. Almost everyone was looking at me and seemed to be paying attention to what I said the whole time. So I felt good about that. For the most part, I felt accepted, but not always. For example, when I said I like to listen to classical music in my spare time, there were some titters and looks that made me feel like you thought I was kind of weird for liking that type of music. I'm not saying you have to like my kind of music, but just accept the fact that I like it and that's okay for me. So I didn't feel very accepted at that point. As for your questions, I thought they were very good. They were interesting to answer; they made me think."

In other words, you will both model what it is like to be group interviewed and model how the interviewee gives the group "feedback" as to how they did on the focus rules. Try to spend most of the feedback time expressing your own feelings (I felt accepted, I didn't feel as though I was being listened to, I felt ignored, I liked your questions," and so on) as opposed to evaluating the group ("You were great, you were terrible listeners," and so on).

Now have the group use a nonthreatening method to break into groups of four with people they do not know well. Unfamiliar group members are especially important for this activity. Give the first focus about five minutes or more, as time allows. The other three students will spend the five minutes focusing on the focus person. After the five minutes are up, the focus person should spend a couple of minutes giving the small group some feedback (as described above) as

to how much he or she felt focused upon and accepted. Then the second person takes a turn and gives the group feedback. Then the third and fourth.

At the end of the session, point out that it may seem a bit uncomfortable and artificial to focus on the process of communication and listening so explicitly. But these rules of focus will be very important for the course work, and the rules will become increasingly more comfortable to use as time goes on. After a while, they will not even realize they are following "rules." They will simply have become excellent listeners.

SAMPLE UNIT ASSESSMENT MEASURE

1. Given a situation (teacher will develop list to fit class needs), students will effectively demonstrate the use of an "I-message."

2. Students will explain what is meant by "communication roadblocks" and identify five of them.

INSTRUCTIONAL OBJECTIVE 1: The student will describe some human needs and the behavior utilized to meet these needs.

PERFORMANCE OBJECTIVE 1: The student will identify a variety of basic human needs and relate them to established theories.

SUGGESTED ACTIVITIES

1. Have a "brainstorming" session to compile a list of basic human needs.

2. As a class, define each need and compare the list to A. Maslow's Hierarchy of Needs (see background information).

PERFORMANCE OBJECTIVE 2: The student will identify and discuss the importance of affection as a basic human need and describe ways this need is met.

SUGGESTED ACTIVITIES

1. Rock-A-Bye Baby

   a) Show film Rock-A-Bye Baby (MCPS 6095)

   b) Conduct a class discussion on the correlation between affection and normal development. (All research in this area points to three deficiencies resulting from deprivation of affection: (1) learning disabilities, (2) unreasonable number of fears, and (3) nervous tension and/or psychosomatic illness. See also Background Information.)

2. Discuss the following questions with the class:

   a) What forms of affection do parents show to their children?

   b) What forms of affection exist between friends?

c) What forms of affection are seen between siblings? Do these forms change as siblings age?

d) Is there such a thing as "too much" affection?

e) What do you predict for the person who receives little or no affection?

f) What types of affection are applicable for different ages?

3. Assign student research report on Harry F. Harlow and/or his experiments.

INSTRUCTIONAL MATERIALS

Films: Rock-A-Bye Baby (MCPS 6095)

Magazine: McGough, Elizabeth. "The Silent Language That Reveals All," Family Circle, June, 1974, pp. 2,4,48, and 124.

Handout

Background Information

AFFECTION

The discovery of the relation between warm body contact, such as that between mother and offspring, and the ability of an infant to venture out and learn about the world led scientists to wonder if they hadn't stumbled onto the answer to a difficult human situation. Human babies reared from early infancy in an institution, such as an orphanage, often had more difficulty in learning situations than children brought up in families. Infants deprived of warmth and affection were also more apt to die.

Many tests were conducted during the 1960s to see if the babies in institutions could increase their ability to learn and respond if someone was given the responsibility of spending a certain amount of time each day holding and cuddling each baby. Today, scientists' data show a positive correlation between affection and normal development.

Affection, as used in this curriculum, is defined as positive physical contact with other human beings. This is necessary for normal human development.

WORDS THAT DEAL WITH EMOTIONS

HAPPY

convivial
festive

contented
complacent
satisfied
serene
comfortable
peaceful
tranquil
joyous
ecstatic
rapturous
transported
enthusiastic
inspired
glad
pleased
blissful
cheerful
genial
cheery
sunny
blithe
airy
jaunty
lighthearted
debonair
high-spirited
buoyant
bright
saucy
sprightly
lively
spirited
animated
vivacious
brisk
sparkling
merry
hilarious
exhilarated
jovial
mirthful
jolly
playful
gleeful
jocular
frisky
elated
exultant
jubilant
close
warm
grateful
thankful
silly
giddy

EAGER

anxious
desirous
keen
earnest
intent
zealous
ardent
avid
fervent
itchy
fervid

INTERESTED

concerned
affected
fascinated
engrossed
intrigued
absorbed
curious
excited
inquisitive
snoopy
nosey

FEARLESS

brave
courageous
confident
independent
secure
bold
daring
gallant
strong
heroic
resolute
self-reliant
determined
hardy
audacious
dauntless
firm
certain
calm

SAD

sorrowful
downcast
dejected
unhappy
woeful
depressed
disconsolate
woebegone
melancholy
gloomy
cheerless
somber
dismal
joyless
spiritless
quiet
dark
clouded
vacant
funereal
mournful
dreadful
dreary
flat
dull
oppressed
downhearted
sullen
mumpish
moping
moody
glum
sulky
empty
discontented
out of sorts
discouraged
despondent
hollow
choked up
disheartened
crestfallen
grief-stricken
sympathetic

ANGRY

resentful
irritated
enraged
furious
annoyed
inflamed
provoked
piqued
incensed
infuriated
offended
sullen
wrought up
indignant
irate
worked up
wrathful
cross
sulky
bitter
virulent
acrimonious
boiling
fuming
in a stew
contemptuous
up in arms
defiant
belligerent

HURT

injured
grieved
offended
in pain
distressed
afflicted
worried
crushed
rueful
mournful
piteous
woeful
pathetic
tortured
dolorous
agonized
hapless
indespair
aching
heartbroken
victimized
embarrassed
tragic

AFRAID

fearful
frightened
timid
chicken
nervous
diffident
timorous
fainthearted
tremulous
paralyzed
shaky
fidgety
apprehensive
immobilized
restless
aghast
terrified
panicky
hysterical
yellow
alarmed
shocked
horrified
insecure
anxious
worried
doubtful
suspicious
hesitant
irresolute
dismayed
awed
sheepish
cold
scared
trembly
cowardly
threatened
menaced
appalled
petrified
breathless
cautious

DOUBTFUL

skeptical
distrustful
unbelieving
suspicious
uncertain
dubious
questioning
wavering
hesitant
perplexed
indecisive
distant
cautious

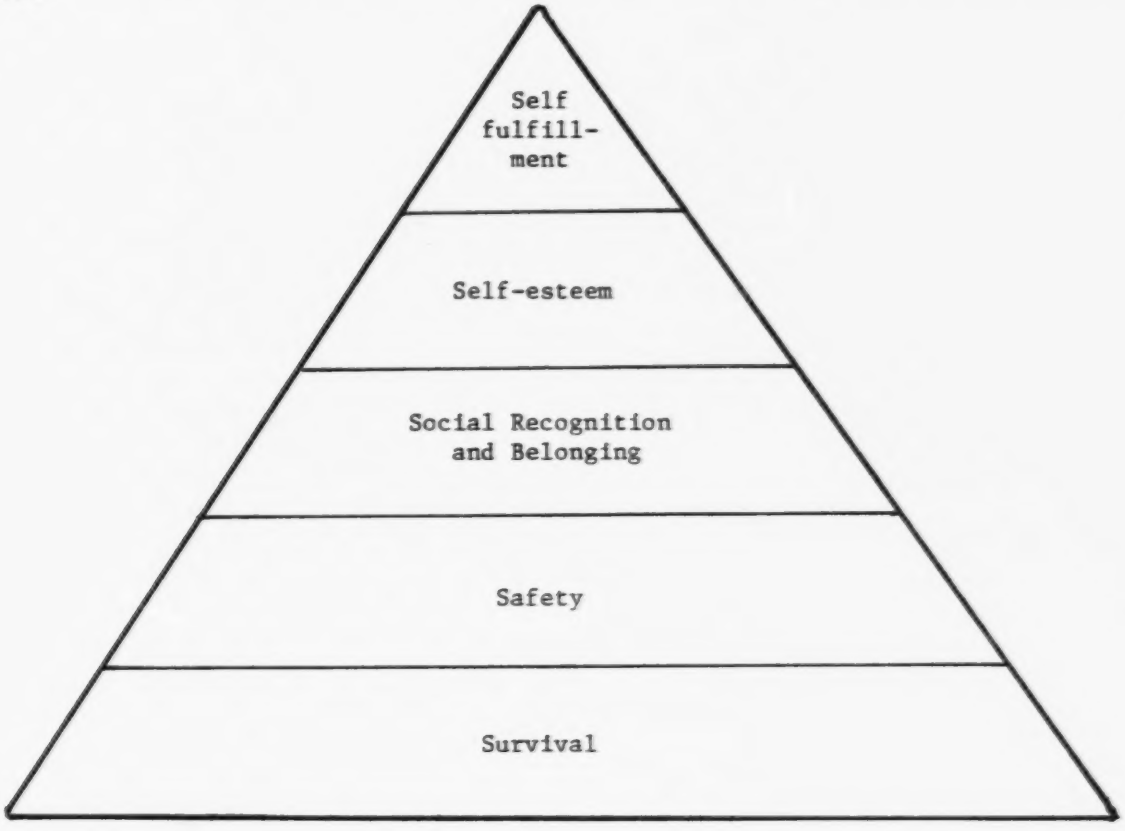
MISC.

dependent
talkative
seductive
nauseated
sweaty
soft
surprised
bushed
sexy
jealous
affectionate
powerless
tolerant
loving
proud
respectful
envious
bewildered
encouraged
reassured
dominant
submissive

Handout

MASLOW'S HIERARCHY OF NEEDS

Abraham Maslow developed a theory of motivation which is pictured in the triangle below.



The triangle has five levels, representing five different kinds of human needs:

SURVIVAL	Need for food, water, warmth, rest, and shelter
SAFETY	Need for a fair break--the possibility of living without devoting all energies to survival
SOCIAL RECOGNITION AND BELONGING	Need for companionship, identification with a group
SELF-ESTEEM	Need to feel unique, important, and accepted by group
SELF-FULFILLMENT	Need to realize one's potential, to be true to one's feelings

Discussion Notes--Harlow's Experiment

Harry F. Harlow selected infant macaque monkeys for his 1953 study of mother and child affectional ties. These animals were picked primarily because they are more mature than the human infant at birth and experience rapid growth. When Harlow first began his observation of the macaque monkeys in his laboratory, he noticed that the macaque newborns clung to cloth pads placed in the bottom of their cages if they could not cling to their mothers. Harlow also noted, as he collected and recorded data, that the new infant monkeys would have violent temper tantrums when the pads were taken out of the cages or when the pads were replaced for sanitary reasons.

Attempts were made to raise some newborn monkeys away from their mothers on the bare, mesh-wire floor of a cage. Many of the monkeys so treated died during the first five days of life. Those monkeys that survived this mode of life did so with great difficulty. These results led Harlow to believe that physical contact is of primary importance in the life of infant monkeys.

Later in the study, Harlow developed two substitute or surrogate mothers for the infant monkeys. One of the surrogate mothers was made of a wood padded with sponge rubber and covered with tan terry cloth. A light bulb hidden behind the frame provided the surface with warmth. Each surrogate had a single breast that was kept full of milk and was structured so the infant monkeys would cling to her without falling off.

A similar surrogate mother was constructed of plain wire mesh. This substitute mother was heated with radiant heating and also had one breast for nursing. The only difference between the surrogate mothers was the quality of contact comfort.

The two substitute mothers were placed in cubicles attached to the cage of the infant monkeys. The infants were free to spend as much time as they pleased with either mother. From the age of two days, the infant monkeys received all of their food from the two surrogate mothers. The infant monkeys were fed by the wire mother averaged from one to two hours a day on the wire mother. These same monkeys spent from 7 (at the age of from 1 to 5 days) to 16 hours a day (at an age of from 16 to 25 days) on the cloth mother. These tests invalidated the former theory that babies became physically attached to and affectionate with their mother because she was their source of food.

Another function served by the surrogate mother was to provide a haven of safety from danger in times of fear. A toy bear playing a drum was placed in the cage with the infant monkeys. The monkeys rushed to the surrogate mothers. At this time, the cloth, sponge rubber mother was highly preferred over the wire mesh mother. This preference of the sponge rubber mother became more pronounced as the baby monkeys grew in experience. At an age of from 42 to 62 days, the young monkeys would climb up on the cloth and sponge rubber surrogate mother 80 percent of the times that an object the monkeys found threatening to their safety was introduced to the cage.

The cloth mother served yet another purpose. She provided a base of operations for the infant monkeys from which they might venture and learn about new things. Objects of interest to the infants were placed in the cages. The monkeys first

would rush to the cloth mother, clutch her, rub their bodies against her, and then venture out to explore the stimulus. After their initial investigation, the monkeys would return to the terry cloth mother for more body contact before venturing out again.

When the surrogate mothers were taken out of their cubicles and out of the room, the monkeys frequently would freeze in a crouched position and give out emotional responses, screaming and crying, rocking, and frantically clutching their bodies. This discovery of the relationship between warm body contact and the ability to venture out and learn about the world led other scientists to pursue like studies.

(See pictures of infant monkeys with surrogate mothers in the film Rock-A-Bye Baby.)

PERFORMANCE OBJECTIVE 3: The student will identify and discuss the importance of acceptance as a basic human need and describe ways this need is met.

SUGGESTED ACTIVITIES

1. Have class generate definitions of acceptance and rejection.

2. In small groups, discuss possible reasons for rejection of one person by another person or one group and another person by another group. (Some of these reasons may be age, income, personality, intelligence, race, sex, religion, behavior, appearance, cultural differences, language, and personal habits.) Have students create a situation to illustrate these reasons. Share small group ideas and discoveries with entire class.

3. Have students take self-inventory and provide an opportunity for them to discuss this within a small focus-group format. (See Worksheet 7.)

   Information which students wish to keep private need not be disclosed.

4. Have students read article "Groups," in Current Lifestudies, Vol. 4, No. 9, May, 1981. Write the following list on the chalkboard: cut class, rescue a drowning person, sing in public, make fun of a new student, do volunteer work, and drink. Ask students which of these would they do in a group but not alone. Then discuss how and why groups affect people's behavior.

5. Take a field trip to Smith Center's Confidence Course. Afterwards discuss their experiences as relating to group behavior. Ask, "Were there activities that could not have been accomplished alone? What did you learn about your behavior in the group? What was most surprising about your group's behavior? What did your group do to make it easier for you to perform certain tasks?"

INSTRUCTIONAL MATERIALS

Book: Keyes, Ralph. Is There Life After High School? Chicago: Little, 1976.

Magazine: Current Lifestudies: Vol. 4, No. 9, May 1981.

Worksheets

Worksheet 7

SELF-INVENTORY (GROUPS)

1. Name some group(s) of which you consider yourself a member.

2. How are you like and unlike other members of your group(s)?

3. What values do you share with other members of your group(s)?

4. How do you benefit from being a group member?

5. What disadvantages are there in belonging to your group(s)?

6. How do you feel toward members of your group(s)?

7. How do the others in your group(s) make you feel?

8. How important is it to you to belong to your group(s)? Why?

9. How does membership affect your social life? Your academic life?

10. Is membership to your group(s) restricted? How? Why?

11. Are you more influenced by your family or by friends? Why?

12. How would you like to change your group(s)?

WHO'S WHO OF HIGH SCHOOL STATUS GROUPS

Jocks
Warren Beatty
Bill Blass
James Caan
Alice Cooper
James Dickey
Billy Graham
Dennis Hopper
Arthur Miller
Robert Redford
Jason Robards
John Wayne

Thespians (Drama)
David Carradine
Johnny Carson
John Denver
Kirk Douglas
Charleston Heston
Cliff Robertson
Katharine Ross
Naomi Sims
Robert Young

Cheerleaders
Dyan Cannon
Eydie Gorme
Vicki Lawrence
Ann Margaret
Eleanor McGovern
Cybill Shepherd
Carly Simon
Lily Tomlin
Racquel Welch

Debate
Mia Farrow
Dennis Hopper
Art Linkletter
Eleanor McGovern
George McGovern
Richard Nixon
John Wayne
William Westmoreland

Student Government
Warren Beatty
James Caan
Johnny Carson
Peter Falk
Hugh Hefner
Bowie Kuhn
Ali McGraw
Bette Midler
Ed Muski
Pat Paulsen
Philip Roth
John Updike
John Wayne

Newspaper
Steve Allen
Alice Cooper
Howard Cosell
Hugh Hefner
Ann Landers
Philip Roth
Jerry Rubin
John Updike
Abigail Van Buren
Kurt Vonnegut, Jr.

Yearbook
Steve Allen
Hugh Hefner

Honor Studies
William O. Douglas
Betty Friedan
Henry Kissinger
Ann Landers
Art Linkletter
Shirley MacLaine
Eleanor McGovern
George McGovern
William Proxmire
Red Reed
Barbra Streisand
Abigail Van Buren

Greasers
Merle Haggard
George Lucas
Michael Parks
Elvis Presley
Robert Redford
O. J. Simpson
Rod Taylor
Hunter Thompson

Band
Jean Seberg
Frank Zappa

Poor Students
Woody Allen
Bob Haldeman
Michael Landon
Arthur Miller
Gregory Peck
Charles Schulz
O. J. Simpson
Gay Talese
Joseph Wambaugh

Wallflowers (self-described)
Joan Baez
Erma Bombeck
Mia Farrow
Betty Friedan
Lauren Hutton
Ali MacGraw
Joan Rivers
Buffy Sainte-Marie
Barbra Streisand

Pep Club
Johnny Carson

Class Clown
Steve Allen
Johnny Carson
Dustin Hoffman
Bette Midler
Carrie Snodgrass
Jonathan Winters

Extracted from Is There Life After High School by Ralph Keyes.

Background Information

ACCEPTANCE

Acceptance in early childhood is critical to the normal development of a human being.

Acceptance implies both the successful entry of an individual into a group and, after that time, normal treatment of the individual by other members of the group and by the group as a whole.

The personal feelings of an individual who finds that acceptance in a group can range from comfort to security to confidence. In language, an accepted person might express his feelings by saying, "I fit in. I feel that I belong here." To avoid the pain of rejection and to maximize the pleasure of acceptance, the individual usually sacrifices some personal freedom as a compromise for group acceptance. In this way the individual, looking for immediate gratification of needs, becomes socialized.

All persons have some difficulty in coping with rejection, even when rejection is employed to punish a certain type of behavior.

Acceptance is usually granted to an individual who meets the requirements, qualifications, and regulations established by a group as necessary for membership in that group. The criteria of the group may be changed should the members deem change necessary.

When humans are rejected for reasons they cannot control, they can suffer reactions as severe as rage and as desperate as suicide. One need only look at the behavior ultimately caused by rejection to wonder if acceptance is not a greater necessity (as has been suggested by certain scientist-researchers) for the growing child than food.

PERFORMANCE OBJECTIVE 4: The student will identify and discuss the performance of approval as a basic human need and describe ways this need is met.

SUGGESTED ACTIVITIES

1. Ask the students to think of a time when, as a child, they were given approval by a member of their family.

   Ask the students the following questions, as a whole class or in "focus" groups:

   a) What do you predict for the child who receives little approval?

   b) Is it possible that a person with very high grades could come from a family that gave him an abundance of approval for achievement in school but did not give him approval for effort in other areas?

c) Is it possible, as an adult, to look for approval to make up for lack of approval in childhood?

d) Must approval be given only for achievements?

e) Do you feel there is a relation between the liking you had for certain subjects in school and the teacher who gave you the most approval?

f) What are some of the subtle ways people give approval?

g) What are some of the ways children, teens, and adults seek approval?

h) Can you think of some people who apparently concentrate on the failures of others?

i) What type of boss would you prefer working for: the boss who gave approval or the one who concentrated on failures?

j) Do you feel that adults who have had an abundance of approval during their childhood years need as much approval in adult life as persons who were given little approval in childhood?

k) Is our society, generally, a negatively or positively reinforcing one? Support your answers.

l) In what ways do you allow your behavior to be controlled through withholding of approval?

2. Have students, individually, comprise two lists of student behaviors/attitudes/actions which are likely to result in a) gaining approval from the teacher and b) being rejected by the teacher. Compare lists with entire class. Discuss possible application of these behaviors to other persons/groups in their lives, for example, parents, peers, and siblings.

Background Information

APPROVAL

Approval appears to be a necessary requirement of human beings throughout their life span. Adequate approval, especially during the early years of family life, seems to be of particular importance if human beings are to experience normal social and emotional development. The possibility exists that the happiness of a human being and her/his sense of fulfillment are dependent upon her/his receiving adequate approval.

Approval is given usually to a group member whose personal qualities or other contributions are seen by the group as being necessary or special. The personal feelings of an individual who finds approval in a group can range from pride and joy to excitement and fulfillment. In language, a person who has experienced approval might express her/his feelings by saying, "I'm a success; they're proud of me! I made it!"

Typically, approval is associated with an unusual action and effort on the part of an individual (achieved recognition, that is, honor roll), but approval may be given to a group member who does not seek and does not make a personal effort to obtain the approval of the group. Certain groups celebrate members for effortless contributions, such as inherited wealth or physical beauty (ascribed recognition).

Approval or the denial of approval in childhood may cause strong personal reactions. The approval which a youngster gets from those who encourage him may produce a feeling so rewarding that she/he connects joy and pride with the action that brought forth the approval. The youngster then may strive to improve her/his performance through constant effort.

Sometimes the comedian, the star athlete, and the successful executive may have been motivated through having been denied adequate (for them) approval in early childhood. Although these individuals may have received affection and acceptance, frequently these persons have missed the thrill of being celebrated or of being considered special. Frequently these persons will seek to obtain love and approval from the entire world.

PERFORMANCE OBJECTIVE 5: The student will identify and discuss the importance of identity as a basic human need and describe ways to meet this need.

SUGGESTED ACTIVITIES

1. Have students individually complete Worksheet 8 "Identity." Ask for volunteers to share their information with the rest of the class. Be sure these students defend their choices with explanations about personality characteristics/behaviors/values/attitudes of the person(s) selected.

2. Assignment: Have students write a description of an ideal man or an ideal woman. Male students write about men; females about women. Description should include physical characteristics and personality traits.

Divide class into several small all-male or all-female groups. Have groups develop a composite description of their ideal. Have each group read its composite list, alternating male and female groups, to the entire class to compare perceptions. Allow time for males to ask females questions, and vice versa, about the characteristics identified and justifications of the lists.

3. Conduct class discussion on why "identity" is a need and how people achieve a sense of identification.

INSTRUCTIONAL MATERIALS

Worksheets

Worksheet 8

IDENTITY

A PERSON YOU HAVE KNOWN AND WITH WHOM YOU IDENTIFY OR WOULD LIKE TO IDENTIFY (SOMEONE YOU ADMIRE AND RESPECT). GIVE THE REASONS.

A FAMOUS PERSON OR FAMOUS FICTITIOUS CHARACTER YOU LIKE AND ADMIRE AND WITH WHOM YOU WOULD LIKE TO IDENTIFY, NOT DUE TO PHYSICAL ATTRACTIVENESS BUT BECAUSE OF HIS/HER PERSONALITY OR CHARACTERISTICS. GIVE THE REASONS.

A PERSON/PERSONS WHOM YOU FIND PHYSICALLY ATTACTIVE AND WOULD LIKE TO RESEMBLE.

For some children there are missing parents, cruel parents, parents without partners, parents who stay married without love for each other, parents who live apart from each other, and parents who love each other but who cannot communicate that love to each other or to their children. Such children are faced with looking for a parent or another adult of the same sex to imitate. The parent or other adult must be one with whom the child can identify.

PERFORMANCE OBJECTIVE 6: The student will identify and discuss the importance of security as a basic human need and describe ways this need is met.

SUGGESTED ACTIVITIES

1. Brainstorm with the class definitions of security. Discuss how security applies to human needs, using the following questions:

    a) What is the correlation between security and the needs previously discussed in this unit? (One possible answer: Lack of affection breeds insecurity.)

    b) What are some negative effects of insecurity?

2. Begin a discussion among the class members about what students fear. Endeavor to find out why certain fears are held. Start the discussion by asking the class (a) "What are some of the most common fears?" and (b) "How are fears acquired?" Two common ways fears begin:

    1. From an actual experience and

    2. Through the transfer of fear by words or other vocal expression or by sight, such as the viewing of a frightening situation or condition in a real life, on television, or in a movie. Have the class members name fears they know have developed because of actual experience. Next, have the students name things people have been taught to fear.

        If, in the course of the discussion, the students tend to concentrate on too many fears of obvious physical dangers, introduce some of the more subtle socially based fears. Get the students thinking along broader lines. Mention fear of serious illness, fear of loneliness, fear of rejection, fear of germs, fear of failure. Ask the students, "Which type of fears are hardest to admit?" and "Which type of fears are easiest to admit?" Ask the students for suggestions as to what can be done to combat a fear such as fear of dogs. Students who do not have a fear of dogs, or who have had and have overcome such a fear, may have some good suggestions.

3. Ask the students about why it is harder for a man in our society to admit having fears than it is for a woman to admit having fears. Have a class discussion or debate around this question.

4. Have students complete Worksheet 9 "Things That I Fear." In the first column, students list their own fears. In the second column, they explain how these fears are acquired. In the third column, they will indicate whether these fears are rational or irrational. The worksheet is for student use only and is not to be handed in.

5. Show film You Pack Your Own Chute (MCPS 7389). Conduct follow-up discussion stressing the fact that everyone has fears. Relate the solution offered in the film to ways of diminishing or eliminating fears in general.

INSTRUCTIONAL MATERIALS

Film: Pack Your Own Chute (MCPS 7389)

Worksheet

Worksheet 9

THINGS THAT I FEAR

(For Student Use Only, Not To Be Handed In)

List of Fears	How Acquired	Rational	Irrational

Background Information

SECURITY

Fear is held by many scientists to be an emotional reaction that prevents new learning and hinders the human capacity to act. Numerous scientists suggest that the direct route to fear (a painful experience) may cause many unnecessary emotional reactions in the future life of an individual. Further, there are indications that the indirect route to fear (learning to fear what significant others fear) causes people even more unnecessary emotional reactions.

Fear in human beings may be caused by a severe emotional or painful physical event that they themselves experience. Examples of such occurrences may be extreme rejection by a parent, an automobile accident, or the loss of a loved one through sudden death.

Fear may also be acquired by transfer. If one human being successfully communicates to another individual his experiences of a fall from a high ladder, he may cause the other person to imagine vividly both the experience and the subsequent pain. In fact, the person to whom the incident was related can experience an even greater degree of pain.

Although the pain experienced by the second person is vicarious, the pain is nonetheless real. Thus, a person who has never fallen from a height but has vicariously undergone the experience via transfer may, when the person finds it necessary to climb a ladder, experience the same fear as a friend who has fallen from a ladder. Thus, a person may have a cautious set, or even a predisposition to anticipated fears.

When the people who surround and influence a young child have few fears, the child will come to fear only those objects and events that have been a direct cause of pain.

Human beings, for many reasons, often exaggerate painful experiences. If people believe all that is told to them by those who exaggerate experiences, they may come to fear events more than do the persons who lived through them. Although fear often cripples our ability to act, it frequently serves only as a needed warning that something or someone dangerous to our health and welfare is near. Fear also can cause anxiety and severe mental and emotional stress that may work havoc on the body. It can actually lead to altered chemical states in the body and also reveal itself in restricted postural, gesticular, and musculatory characteristics.

One of the songs from the play "South Pacific" illuminates the concept of the transfer of fear:

> You've got to be taught to hate and fear,
> You've got to be taught from year to year,
> To fear all the people your relatives fear,
> You've got to be carefully taught.

IDENTITY

Children usually pattern their behavior after an adult of their own sex. Children learn, as do animals, by imitation. A primary need of any child is to find a lovable and likeable adult he/she can learn to imitate, and will desire to imitate, in the hope of becoming a similar kind of adult.

The behavioral pattern furnished by the adult (frequently a parent) may come close to meeting, or may meet, the basic physical, social, and emotional needs of the child.

The human young have behavioral patterns to imitate that are far more complex and less uniform than the behavioral patterns furnished to any other baby animals. It is through these processes that the various roles (citizen, worker, farmer, woman, and so on), sanctions, and patterns of communication are transmitted.

Human parents behave in a variety of ways. Many human parents choose to nurture their babies in a variety of ways. All parental behavior may be greatly influenced by language. These language influences may take the form of the written word, as in a book, newspaper, or magazine, or in the form of verbal communication with other adults, or the verbal presentations of the theater, radio, and television.

If parents have a close and loving relationship with each other and they choose to give their children affection, acceptance, and approval on the basis of a fairly adequate awareness of the emotional needs of a child, the children will have little trouble identifying with the parents.

A boy will identify with his father and learn to imitate his behavior. By learning to become like his father, the boy expects to gain the love and approval of a woman, because his father has. The child expects to have a happy adult life where he will be one facet of the strength of the family, because his father is. Such a child will make learning to imitate his father a prime goal.

A girl born to the family described will endeavor to be like her mother. By imitating her mother, she expects to gain love from a fine and loving man, because her mother has. All the benefits accruing to her mother she may view as rewards received by her mother for fine behavior. Hence, the girl strives to imitate her mother's behavior.

But few families are as described above. Many children are brought up by a parent who is alone. Mothers and fathers frequently lose their mates through death or divorce. Children of these parents do not have a model for behavior in the man-woman relationship unless there are substitutes available. A boy left with his mother to grow to adulthood often must look for a male teacher or a coach to serve as model to imitate. A girl left with her father may seek an adult female relative or a female teacher to imitate.

You've got to be taught
Before it's too late,
Before you are six,
Or seven, or eight.

In addition to fearing such things as heights, pain, illness, death, and poverty, people fear each other. People fear rejection by a person they want to love and with whom they want to share life. Often, they fear people at a new job will not be as friendly as the people with whom they worked and associated on a former job. People at times fear rejection from all individuals who, to them, are "significant others." People often fear lack of approval, loneliness, grief, and rejection throughout life. Often these fears, and others, become so great that the fearful individuals are incapacitated and cannot meet their own needs or the needs of those they love.

While Franklin D. Roosevelt's March 4, 1933, statement, "The only thing we have to fear is fear itself," may have been hyperbole, the statement also contains truth. Another, and perhaps more famous statement on fear, appears in Shakespeare's Julius Caesar: "Cowards die many times before their death. The valiant never taste of death but once." Yet a person does untold damage when pretending and playing at being unafraid when he/she does, in fact, feel fear. Rather, that person could acknowledge a socially unacceptable fear and then be rid of the nuisance once and for all.

People tend to avoid the sources of their fears. This is often done through distortion and denial of reality. Dynamics such as those convert fear to prejudice.

PERFORMANCE OBJECTIVE 7: The student will identify and discuss the importance of significant others in the attainment of basic needs.

SUGGESTED ACTIVITIES

1. Have class define the term "significant others," and complete Worksheet 10: "Who Are All Those Others and What Are They Doing in My Life?" Students will identify the significant others in their own lives and briefly describe within the boxes reasons for the persons' importance in their life, expectations these persons hold of them, and what needs these people help the student meet. Note: Titles for each box are merely suggestions and can be changed according to student or teacher discretion.

2. Have the class discuss methods that they use to make friends. For example: students may suggest methods in the following areas: (a) how to introduce yourself, (b) where to make contact with potential friends, (c) how to initiate a conversation, (d) how to share common interests, and (e) how to evaluate personality characteristics of acquaintances to determine their potential as significant others.

3. Give students "Significant Other Chart." (Worksheet 11) In the "name" column, have students list some people with whom they have an important relationship. Indicate to the class that they will be exploring these

relationships as a way of better understanding themselves, as well as their friendships. In the appropriate column (1-12), students will provide the information as it relates to the following:

Column 1: "Contact" --Where did you meet this person, under what circumstances and on what occasion?

Column 2: "Positive Characteristics" --List two or three positive personality characteristics that this person possesses.

Column 3: "Feeling" --Identify one feeling (such as anger, warmth, jealousy, frustration, security, affection) you experience as you visualize this person in your mind.

Column 4: "Influence" --Determine whether the person exerts a positive or negative influence on your life. Place a + for positive, - for negative, or ± for both.

Column 5: "Initiation" --Decide who initiated the relationship, and place an "I" if it was you and an "O" if it was the other person.

Column 6: "Energy" --Place a "-" if you feel you expend more energy in maintaining or fostering the relationship or a "+" if you receive more than you give in the relationship. Place an "=" sign to designate an equal exchange of energy.

Column 7: "Receive" --Identify <u>what</u> you receive from each person, for example, support, companionship, money, confidante, advice, "tennis" partner, and so on.

Column 8: "Give" --Identify <u>what</u> you give to each person.

Column 9: "Duration" --How long have you known each person?

Column 10: "Similarities" --Identify two ways in which you are similar to each other.

Column 11: "Differences" --Identify two ways in which you are different from each other.

Column 12: "Reliability" --Place an R or a U to indicate whether each person is reliable or unreliable.

At the completion of the worksheet, have the students identify any patterns they observe in their relationships with others.

This activity is for the student's personal use only.

4. Show films depicting significant other relationships such as:

<u>Angel and Big Joe</u> (MCPS 7033)

The Shopping Bag Lady (MCPS 7036)
Big Henry and The Polka Dot Kid (MCPS 7552)
My Grandson Lew (MCPS 7497)

Discuss the importance of significant others as a basic human need in the relationship(s) depicted in the films.

INSTRUCTIONAL MATERIALS

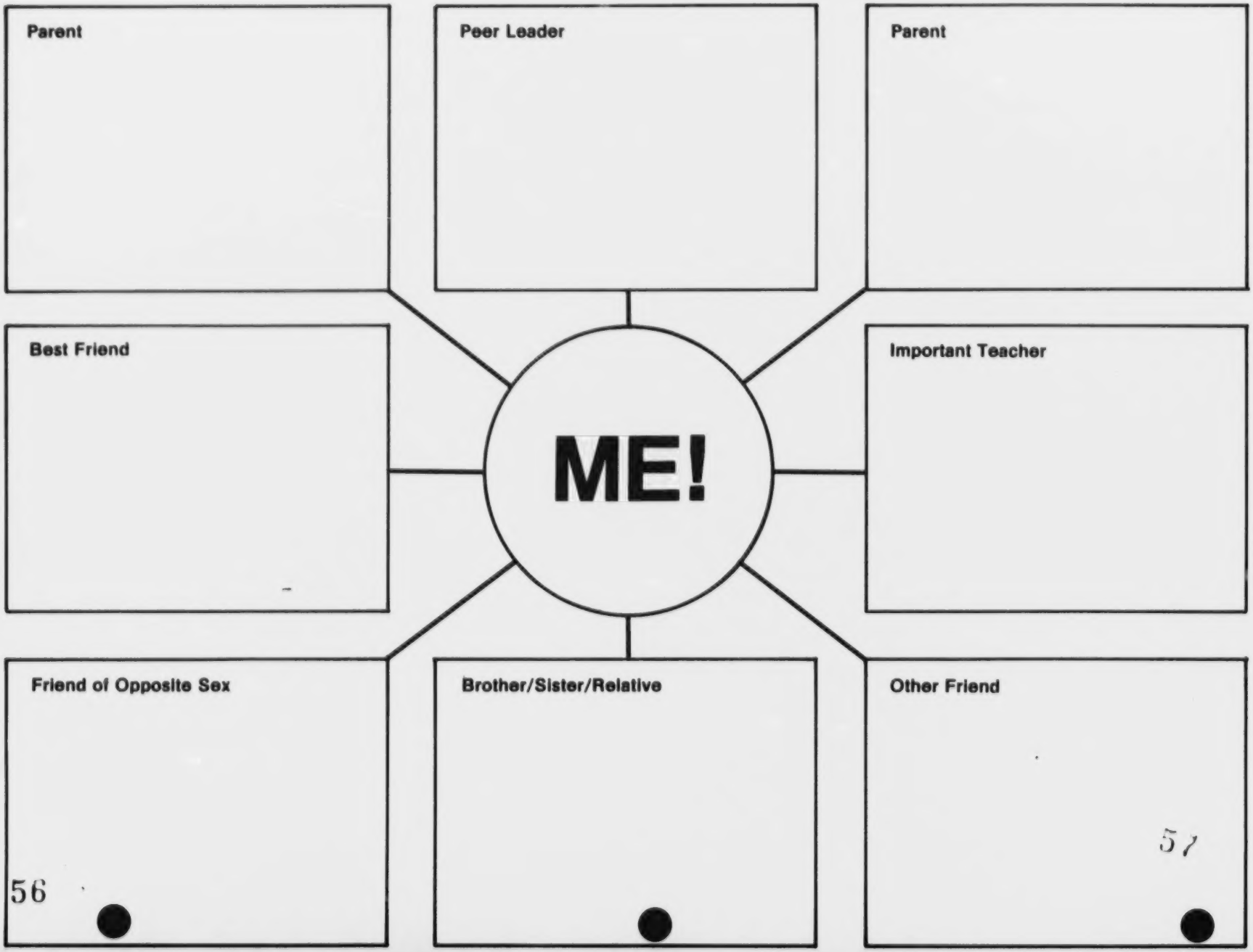
Book: Simon, Sidney B. Meeting Yourself Halfway. Niles, Ill.: Argus Communications, 1974.

Films: Angel and Big Joe, MCPS 7033
Big Henry and the Polka Dot Kid, MCPS 7552
My Grandson Lew, MCPS 7497
The Shopping Bag Lady, MCPS 7036

Worksheets

Worksheet 10

Who are all those others? And what are they doing in my life?



Worksheet 11

SIGNIFICANT OTHERS

This worksheet is for the student's personal use.

NAMES	I CONTACT	II POSITIVE CHARAC.	III FEELINGS	IV INFLUENCE	V INITIATION

45

Worksheet 11 cont'

VI ENERGY	VII RECEIVE	VII GIVE	IX DURATION	X SIMILARITIES	XI DIFFERENCES	XII RELIABILITY

Background Information

SIGNIFICANT OTHERS

"Significant others" are those people who play the most important roles in meeting the emotional needs of another human being.

Human beings are influenced by individual sets of significant others. Human beings tend to think about the influence others have had on them and forget that they are significant others to other people. As human beings develop and look to new individuals to meet their emotional needs and to assume the role of significant others, four stages are at once apparent:

STAGE I

In the early infancy of a child, the parent or parent substitute (the person responsible for the constant care and feeding of the child) assumes the role of being the child's most significant other. The parent figure (usually the mother, but may be the father or both) makes the child feel accepted and acceptable. This parent figure gives the baby most of the affection it receives, as well as its first approval. In later infancy, the other parent usually becomes significant to the child in proportion to the amount of time spent in the home and the quality of the relationship with the child. Brothers and sisters also become significant others to the young child.

STAGE II

The next stage of life brings school. The teacher and other authority figures become significant others. Parents become acutely aware that this has begun when their child first debates with them on some point and states with authority, "I know it's true; my teacher said so!"

STAGE III

The peer becomes the most significant other during the upper elementary years. Teachers can detect a shift in behavior that reflects an urgent need in the child to please and impress peers rather than the teacher.

STAGE IV

Around the time of puberty, a very significant member of the opposite sex (although the name and face may change quite regularly) sometimes takes over. This stage can end with a stable, mature relationship, and a more internalized and autonomous focus of self-worth. When a human being goes through a significant other stage unsuccessfully, he or she may go on to the next stage looking for what was needed in the prior stage. Thus, a significant other relationship of early childhood may remain unresolved by adulthood.

> In the early life of a growing child, significant others are those people who are closest to the child and who are responsible for meeting his or her emotional needs. The caring parent, or parent substitute, is the first in the series of significant others sought by most human beings. The parent makes the baby feel accepted by interacting in gentle ways and by talking as though the baby is capable of responding. It is the mother who hears the child's first verbalizations and nods approval as the baby learns to utter a syllable. It is she who expresses approval when the baby cooperates in dressing by pushing a foot into a baby shoe or putting an arm through a sleeve.

The literature suggests that a child who does not make a successful shift from one stage to the next will probably suffer. Primary needs have to be met before one can successfully cope with the problems of the next stage. For example:

> A young boy who has not gained affection, acceptance, and approval from his mother may want his female teacher to become a mother substitute for him. Although all young students need affection, acceptance, and approval from their first grade teacher, this boy will need much more than the students who have had an emotionally satisfactory relationship with their mothers. If the teacher is aware of the boy's needs, and if she has the time, the desire, and ability, she may be able to give this student some of the mother love he is seeking.

Although it can be argued that being a parental substitute is not the professional responsibility of a teacher, the modern teacher is keenly aware that until a student such as the one described resolves this problem by gaining a satisfactory amount of love, the problem will continue to cause emotional distress. This condition in turn distracts the student and prevents a relaxed and fruitful learning experience in the classroom. If a teacher is unable to serve as a partial mother or father substitute for this student because of classroom demands, the teacher can still be aware of the dilemma and be sympathetic.

A problem even more critical is presented when a significant other relationship of early childhood remains unresolved by adulthood. The danger then is that a man or woman may seek a mate to serve as a parent substitute. For example:

> A man who has not received love from his mother in early childhood seeks a mate to give him the mother love he craves. Assume that the man marries and that the woman he marries enjoys mothering him. The relationship may work. Now assume this same man marries a woman who desires an adult relationship. In this case, both individuals could receive a terrible disappointment. The woman may critize the man for being an adult-child, and he may see her as being a cold and heartless woman.

Another example:

> A woman who did not receive adequate love from her father may seek a father substitute when she selects a mate. If the man she marries likes subservient, dependent women and likes to take care of and protect a woman, then the relationship might work. Yet, if the day arrives when this man needs a

real opinion, an honest friendship, another adult living in the same house with him, then his attention may stray to a more adult woman.

All adults probably carry some unmet childhood needs into their adult relationships. If these childhood needs are not too severe and if each person in the relationship understands and desires to meet these needs, the relationships can survive.

SAMPLE UNIT ASSESSMENT MEASURE

Have students complete "Take a Close Look" self-assessment.

INSTRUCTIONAL OBJECTIVE 2: The student will describe how self-concept and perception have direct influences on choices of behavior.

PERFORMANCE OBJECTIVE 1: The student will define perception.

SUGGESTED ACTIVITIES

1. Use a brainstorming technique to arrive at a definition of perception. Also, generate a list of components involved in perception.

2. Have students compare their class definition with one which appears in (a) a psychology textbook, (b) a dictionary, and (c) a science textbook.

INSTRUCTIONAL MATERIALS

Books: Psychology textbook
Science textbook
Dictionary

PERFORMANCE OBJECTIVE 2: The student will evaluate the effects of the senses on perception.

SUGGESTED ACTIVITIES

1. Perception-Awareness Games:

   a) Scissors Game: (Key to understanding: "crossed" and "uncrossed" refers to the position of the legs of the person holding the scissors.) Have the class sit in a circle. In full view of everyone, explain to the class that you will be passing a pair of scissors to the person sitting to your right. Tell the class: "This exercise involves visual perception. The scissors can be received crossed or uncrossed and passed to the person to your right crossed or uncrossed. You must tell which way you received the scissors and which way you are passing them along." The teacher will be the judge of whether the student has received or passed the scissors correctly. (Remember to watch the students' legs to see if they are crossed or uncrossed.)

   The teacher begins the game by passing a blunt pair of scissors in any position but having legs crossed, and states aloud, "I received these scissors uncrossed and I am passing them crossed." (Thus, the scissors are incidental in determining whether a person's statement is correct. The crossed and uncrossed are in reference to legs only. The teacher may choose to focus attention on scissors when demonstrating receiving and crossing.) Students get only one chance each time around circle. You will probably have to pass the scissors around the circle three to four times before a majority of the students perceive the key to understanding the activity.

   Next, discuss the activity with the class, bringing out the following information: (a) The perceptive person is the attentive person.

(b) In all instances of visual perception, there is a focal point or object of immediate attention, but there are also peripheral points which are just as important in contributing to overall visual acuity.

Have the students apply the information discussed with this activity to situations in their own experience which illustrate the importance of peripheral perception.

b) Rope Game: Intent: To show how perception can be distorted in performing a simple act.

Materials Needed--6 foot rope
1 measuring tape or yardstick

Explain to the class that this activity involves video perception. Make a list of all students in the class. Place the rope on the floor in the middle of the classroom. Call students one at a time to the middle of the room in the order they appear on the list.

Have the students, using feet only, arrange the rope in what perceives to be the circumference (in inches) of their waists. Do not allow students to touch the rope with their hands or to get down on the floor with the rope. Do not allow the students to measure the rope in any way. Take the rope with the students' estimates to a location either in or outside the room where students cannot observe. Measure and record (in inches) on the list of student names. You will probably find that students will overestimate the circumference of their waists by between 10 to 15 inches. When all students have completed the task, ask them to respond to the following questions:

(1) "How many of you think that you underestimate the size of your waist? Overestimated?"

(2) "How many people believe they came within 10 inches (under or over) of the correct size of their waist?"

Read each student's name and the measurement perceived (unless some students do not want their estimates read). Conduct a class discussion by asking students to speculate why their perceptions were so faulty in such a simple procedure. Students should recognize some of the following reasons:

(1) Placing the rope in a circle instead of in the actual shape of a waist (oblong) may have distorted perception.

(2) Observation occurred from a different perspective, that is, from a point 5 or 6 feet above the floor as opposed to a point 2 feet or so down to the waist.

c) Picnic (Key to understanding: The first and last initial of the person speaking must correspond to the first letters of the items, for example, Charlie Brown--Chips and Bread.)

Explain to the class that this activity involves audio perception. Begin the activity itself by telling the class that they are all invited to a picnic and that each person must bring two items. The teacher will determine whether the items each has selected are appropriate for the student. Students are only afforded one chance each time around the room. (The student is correct if initials correspond to the first letter of each item the student wishes to bring, e.g., Albert Einstein--apples and eclairs). Be sure the students who answered correctly the first time continue to participate and respond with a new set of correct items, until most of the students understand the key of the activity. Conduct a class discussion on the relationship between attentiveness and affective audio perception.

d) Multisensory Perception Activity

Students close eyes. Tap a pencil or ruler irregularly on a desk loud enough for all students to hear (between 30 and 40 times). Have students count quietly the number of times pencil/ruler hits the desk. Go around the room and get their responses. Repeat the same exercise by tapping the same number of times in the same irregular pattern, but this time allow students to watch the pencil/ruler hit the desk and count aloud to the sight in addition to hearing. Go around the room and get responses. The teacher will find a marked improvement in the perception of number of taps. Conduct a class discussion around the value of using more than one sense to perceive.

2. Perception Application

Distribute Worksheet 12 "This Is So Easy."
Have students find solutions to all six items. Go over each problem and arrive at the correct answer. Explain to the class that the key to successful perception of solutions to the problems depended on (a) whether you perceived these problems to be difficult or easy and (b) whether or not you could visualize the entire situation in your mind.

INSTRUCTIONAL MATERIALS

Worksheets

Worksheet 12

THIS IS SO EASY!

1. Larry was languishing in jail in Mexico. The jail had multiple locks on the door. The walls were made of concrete extending two stories into the earth. The floor was made of packed earth. In the middle of the ceiling, eight feet above Larry, was a skylight just wide enough to squeeze through. The cell was totally bare, so there was nothing to climb on to reach the skylight. One night, in desperation, he had an idea. He started digging in the floor, knowing he could never tunnel out. What was his plan?

2. How could you put your left hand completely in your rear right pants pocket and your right hand completely in your rear left pants pocket, both at the same time while you are wearing the pants?

3. There are 12 one-cent stamps in a dozen, but how many two-cents stamps are there in a dozen?

4. Lois was waiting for her boyfriend to pick her up in his new Mercedes 450SL. He was late; the sky was clouded over, and it suddenly stated to rain. Lois had no umbrella or hat, and she was far away from any awning or canopy; five minutes later, when her boyfriend arrived, she got into the car with her hair and clothes perfectly dry. How was that possible?

5. Ed bought an old horse and a pig for $85. The horse cost $55 more than the pig. How much did Ed pay for the pig?

6. Two policemen stood behind a large billboard to wait for speeding violators. One of them looked up the highway and the other one looked down it so as to cover all six lanes. "Mike," said one without turning his head, "what the heck are you smiling at?" Explain how he could tell Mike was smiling.

Answers to Worksheet 12

1. He Was making a pile of dirt on which to climb to the skylight.

2. Put your pants on backwards.

3. Twelve

4. She was waiting inside.

5. Horse = $70; Pig = $15: Horse = $55 more

6. They were facing one another.

PERFORMANCE OBJECTIVE 3: The student will examine factors that influence perception.

SUGGESTED ACTIVITIES

1. Directed study--Have students list and explain the factors they believe have an influence on perception in general. Divide students into small groups and have them reach a group consensus by listing the factors that may influence perception. Such lists might include:

Age	Marital status
Cultural differences	Moral values
Education	Other people
Emotions	Power of suggestion
Environment	Race
Experiences	Religion
Income	Sex
Language	Personal habits, such as smoking

Conduct a class discussion by elaborating on each group's list. Teacher may want to focus on three or four of these factors and have students construct their own activities for each one selected.

2. Conduct the following experiment to demonstrate vividly to the students the complexity of visual perception and to illustrate how human beings do or do not achieve visual perception. The experiment will show how the power of suggestion affects the process of seeing. This experiment was designed to use the drawing known as The Vase and Two Faces.

Demonstration

Step 1. Use the illustrations labeled The Vase and Two Faces. Place the illustrations face down on a table or desk so the pictures cannot be seen by the class members.

Step 2. Divide the class by making an even distribution of class members into groups designated Group A and Group B. Later, the spokesperson is to speak out and tell the results of the experiment about to take place.

Step 3. After the spokespersons have been chosen, ask for complete silence. Announce that a test in individual and group perception will be given. Do not explain further.

Step 4. Ask Group B to step out of the room for three minutes. Instruct the students to speak quietly while they are out of the room. Tell all students of Group B they are not to listen to anything going on in the classroom.

Step 5. Instruct all members of Group A to stand and, facing you, form a half circle around (and in front of) the desk or table behind which you are standing.

Step 6. Tell the members of Group A they will be shown the image of two faces for exactly six seconds. Tell these students that the faces of the images are facing each other and that the face with the larger features represents a male. Without redrawing the picture on paper (not allowed), each member of Group A must submit one decision. This decision is to be whether or not the male face of the image to be viewed was on the right or the left of the drawing. The spokesperson will give the decision of her or his group to the class later.

Step 7. Pick up the illustration and show it to Group A for six seconds. Tell the group that they are not to tell anyone in Group B what they have been doing.

Step 8. Send Group A out of the room. Call Group B back into the room.

Step 9. Have Group B assemble in the same manner as did Group A, in a half circle about your desk or table, facing you. Show Group B the illustration. Although labeled differently, the drawing is identical to the illustration shown Group A.

Step 10. Tell the Group B members they have six seconds to view a picture of a vase; tell the group to count silently the number of cylinders on the vase.

Step 11. Hold up the illustration for six seconds. Make sure all members of the group can see it.

Step 12. Have the group members reach a consensus about the number of cylinders on the vase.

Step 13. Call Group A back into the room. Ask the spokesperson for each group for their answer. Obviously you will have two completely different answers.

Step 14. Hold up either of the pictures (faces/vase) to the class and ask, "How many of you have seen this picture?" Each student should raise their hand.

Conduct a class discussion on how the influence of another person, in this case the teacher, has an impact on perception. Have the students give examples from other areas of their experience where this concept applies. Some examples students may offer are the following:

- o Advertising of a product makes you perceive the product to be necessary or desirable.
- o A friend may make a positive or negative statement about another person, which may cause prejudgement of that person.
- o A disc jockey may introduce a new song in a manner which would encourage a positive feeling about the song.

3. Introduce the concept of subliminal perception. (The teacher may want to read Subliminal Seduction, by Wilson Brain Dey and/or invite a speaker familiar with this topic.)

4. Conduct a class discussion or contact a resource person on the topic of how cultural differences influence perception. One source of possible speakers is the MCPS Human Relations Department.

5. Distribute Worksheet 13. Have students record their own perceptions of the objects or events and then each interview an adult to get the adult's perceptions. Ask for volunteers to share the information with the class. Have the students speculate as to why the differences exist between the two groups.

6. Have students complete Worksheet 14 Seeing Is Believing.

INSTRUCTIONAL MATERIAL

Book: Key, Wilson B. Subliminal Seduction. New York: New American Library, 1974.

Worksheets

The Vase and Two Faces A and B (illustrations)

Worksheet 13

AGE AND PERCEPTION

OBJECT OR EVENT	STUDENT PERCEPTION	ADULT PERCEPTION
DRINKING AGE		
ROCK 'n' ROLL MUSIC		
LEGALIZATION OF MARIJUANA		
LIVING WITH A PERSON OF THE OPPOSITE SEX BEFORE MARRIAGE		
CONCERT		
PRESTIGE		
TEACHERS		
POLICE		
THE IDEAL AGE		

SEEING IS BELIEVING

1. STUDY THE TWO DOTS IN THE CIRCLE.

   DOES DOT A OR DOT B REPRESENT THE CENTER OF THE CIRCLE?

   DOT A_____ DOT B_____

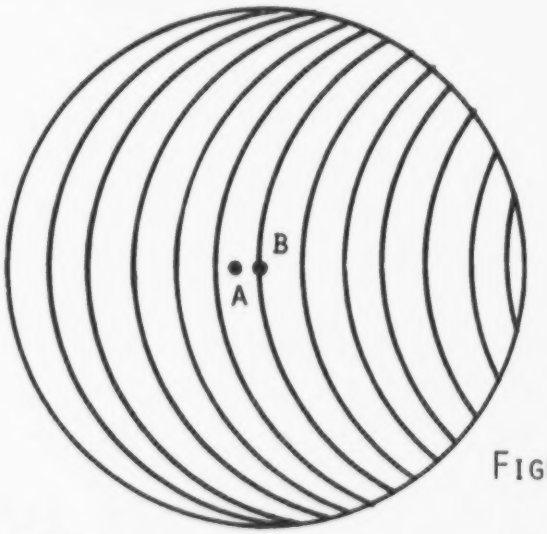


FIGURE A

2. STUDY THE TWO SETS OF CIRCLES.

   ARE THE CIRCLES IN THE CENTER OF BOTH SETS THE SAME SIZE?

   YES ____ NO____

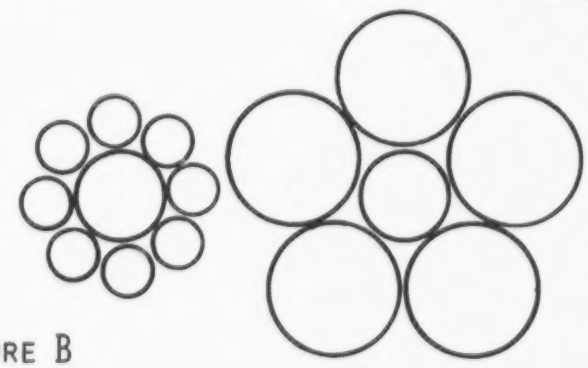


FIGURE B

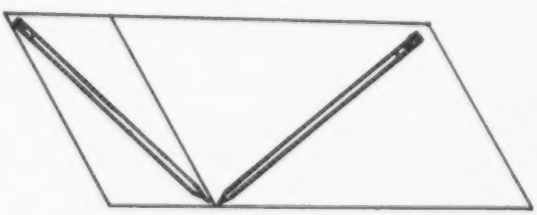


FIGURE C

ARE THE PENCILS THE SAME SIZE?

YES ____ NO____

SOME PEOPLE THINK THAT THE WORLD EXISTS EXACTLY AS THEY SEE IT. YET WHAT YOU OPTICALLY PERCEIVE AS "REAL" CHANGES WHEN OTHER LINES OR DESIGNS ARE ADDED. IN FIG. A THE DOT TO THE RIGHT (B) IS THE TRUE CENTER, THE CIRCLES AND PENCILS IN FIG. B & C ARE EQUAL. DO YOU TAKE FOR GRANTED THAT THE REAL WORLD COINCIDES WITH YOUR PERCEPTION OF IT?

A

B

PERFORMANCE OBJECTIVE 4: The student will recognize how perception can influence one's decision making.

SUGGESTED ACTIVITIES

1. Brainstorm with the class ways in which perception can influence decision making. The teacher may then want to concentrate on 1 or 2 factors such as how perception influences decisions on beauty/ugliness, right/wrong, and so on.

2. Have the students read "Social Influences on the Perception of Beauty and Ugliness" (see Background Information). Conduct a class discussion based on their reading and the following questions:

   - o What influences a person's perception of beauty?
   - o How can something be perceived as beautiful by one person and ugly by another?
   - o Can appreciation for beauty be taught, and if so, how? (Possible examples: art and music appreciation courses.)
   - o What is meant by "Beauty is in the eye of the beholder"?

3. Display the visual aid "Old Woman/Young Woman" (double image picture). Do not tell the class the title of the picture. On a piece of paper, have each student write the approximate age of the woman in the picture and whether the student perceives her to be attractive or unattractive. Going around the room, ask students to read their perceptions. (Because of their age, you will probably find that most students perceive the woman to be old and unattractive.) Have the students draw conclusions from this activity.

4. Have students complete Worksheet 15 "Beauty and Ugliness." Students should list examples of what they perceive to be beautiful and ugly in a member of the opposite sex. Males will describe females and females will describe males. Divide the class into small all-male and all-female groups in which they will share individual worksheets. Have each group attempt to write a composite description and then read its list ot the class. Upon completion of list readings, ask the class if there was any information provided about which they were unaware.

5. Divide the class into small groups of 4-5, where they will discuss ways in which perception influences their decisions on what is right and what is wrong. Have each group report findings back to the class.

6. Have the class generate a list of issues that would encourage debate. The list might include such issues as gun control, high salaries for professional athletes, legal drinking age, and hunting animals for sport. Ask for several student volunteers who would be willing to state their opinions, according to their own perceptions, on each side of one of the issues. Be sure there are an equal number of speakers willing to express the two sides of the issue (for example, three for gun control and three against gun control).

Begin by allowing one student to express the reasons why he or she feels that a particular thing is right or wrong. Next, allow a speaker with an opposing viewpoint to present his or her ideas. To encourage listening and empathy, it is recommended that the teacher require all speakers to summarize briefly the main points made by the previous speaker. The teacher may need to refer to the activity under instructional objectives on focusing and accepting skills and remind the class of those skills.

INSTRUCTIONAL MATERIALS

Worksheets

Worksheet 15

PERCEPTION OF BEAUTY AND UGLINESS

	BEAUTIFUL	UGLY
PHYSICAL CHARACTERISTICS		
CLOTHING		
JEWELRY		
COSMETICS		

Background Information

SOCIAL INFLUENCES ON THE PERCEPTION OF BEAUTY AND UGLINESS

Just as society shapes our ideas about what is right and rewardable, and what is wrong and punishable, so does society shape our concepts of beauty and desirability. As societies vary over the world, so do images of beauty.

Many of our concepts about beauty are shaped by the society in which we live. The way we look at clothing styles or body shape or appealing features is often a product of culture. The nose has been a distinctive-appearing feature of the Greeks. Italian women have traditionally been expected to have full, round bodies. Our styles change rapidly and, as a result, so do our concepts of beauty. The bouffant hairdo for women, crew cuts for men, coordinated outfits, white bucks and saddle shoes are all things that represented beauty and style a few years ago. A little later, the natural look became popular, with long hair and beards on men, no makeup and long hair for women, and jeans and T-shirts as new styles in clothing. More recently, other styles have come to be highly regarded.

Madison Avenue has had a significant influence on these perceptions. Phrases such as "Blondes have more fun," "The toothpaste with sex appeal," and "The Dry Look," all shape the way we see each other in terms of beauty or appeal.

Style of life in this society may also influence our views. The women's liberation movement made the pantsuit a common style of dress. During the Viet Nam war which many students protested on campuses, jeans and long hair reflected an attitude of rebellion against the neater military establishment.

PERFORMANCE OBJECTIVE 5: The student will evaluate the influence of stereotypes on perception.

SUGGESTED ACTIVITIES

1. Show Bill Cosby on Prejudice (7605). Conduct a discussion around the following questions:

    a) What was your first reaction to Cosby's attitude and did your reactions change as the movie progressed?

    b) What was the motive behind his technique?

    c) Were you offended by his technique?

    d) Where do stereotpyes originate?

    e) How are stereotypes perpetuated?

    f) What can be done to lessen or diminish stereotyping?

    g) What is the correlation between a positive personal attitude and stereotyping? (A person with a strong self-image likes himself and generally likes other people).

2. Show The Prejudice Film (Film 6088). Following the film, conduct a class discussion on the origin and degrees of prejudice.

3. Have students list their own prejudices and try to determine the origin of each. Teacher may want to encourage the students to examine and evaluate their lists to recognize how their perceptions have been influenced by stereotyping. Lists need not be shared.

4. Assign student reports on different aspects of prejudice/stereotypes. Some suggested topics follow:

   - o Effect of education level/intelligence on prejudiced attitudes
   - o Influence of children's literature on stereotyping
   - o Influence of advertising on sex-role stereotyping
   - o Television's role in encouraging or discouraging stereotyping
   - o Role of relatives in perpetuating stereotypical attitudes

INSTRUCTIONAL MATERIALS

Films: Bill Cosby on Prejudice (Film 7605)
The Prejudice Film (Film 6088)

Sample Unit Assessment Measure

Students' reports on perception and stereotyping may be used as unit assessment measures.

INSTRUCTIONAL OBJECTIVE 3: The student will list a variety of methods which can be used to change self-concept from negative to positive.

PERFORMANCE OBJECTIVE 1: The student will define self-concept.

SUGGESTED ACTIVITIES

1. Distribute a note card to each student and have them write a definition of "self-concept." Collect all cards and read several, asking for students' comments on each. Compare these definitions to the following:

   Self-concept--A complete collection of thoughts and mental images held by a human being as being representative of that individual.

PERFORMANCE OBJECTIVE 2: The student will examine and analyze the process of self-concept formation.

SUGGESTED ACTIVITIES

1. Using the Readers' Guide to Periodic Literature, have students locate magazine articles dealing with self-concept formation, beginning with early childhood and continuing through adolescence. Have students construct a bibliography, including subject, title, author, magazine, date, and page. Students should each write a report, which will be

presented orally to the class, on self-concept formation during any one of the following time spans:

(a) Pre-school

(b) Early elementary

(c) Late elementary

(d) Junior high school

(e) High School

2. Show film, Rosey Greer: The Courage To Be Me (Film 7562). Conduct a class discussion by using the teacher guide to the film, or construct your own questions, such as:

   (a) What was Rosey's original self-concept and how was it formed?

   (b) How did his self-concept change?

   (c) Describe the process of Rosey's self-concept development from childhood through adulthood.

3. Life Line: Begin with a discussion of the many personal experiences that make up individual lives. Encourage students to recall significant events that influenced or effected their own lives--experiences that, at the time, involved their attitudes about themselves. Then have the students record the events, both positive and negative, along a horizontal line in the center of a piece of paper. Beginning at the left with birth, work along the line to the present time. Strict chronology is not important. It may be necessary for the teacher to give examples, such as tying your shoes, having childhood diseases, making Little League or Girl Scouts, losing pets, and so on. Apply the significant events to the process of self-concept formation, both positive and negative.

4. Distribute Worksheet 16 "Age and the Process of Self-concept Formation." Note the age span indicated in the top left corner in each of the eight blocks. Have each student determine whether the particular age span will represent a positive or negative time frame, and place a plus or a minus in the bottom right corner. In the main square, students should list events or experiences which might occur to a person during that time span which would influence the formation of self-concept either positively or negatively ((whichever way they have indicated). For example:

6-10
Early school successes; rewards for grades; succeeding in simple tasks, riding a bike; attention, acceptance, or approval from parents; making an athletic team; first recital
+

35-40	Deterioration of physical being; trouble with own children; job becomes boring; question life goals; realization that life is half over; intensification of financial obligations.	-

5. Conduct a lesson with the class on Erickson's Developmental Tasks. To supplement this lesson, show the film Everybody Rides the Carousel, (Film 7159). Have the class verbally correlate the information in the film with Erickson's Developmental Tasks.

INSTRUCTIONAL MATERIALS

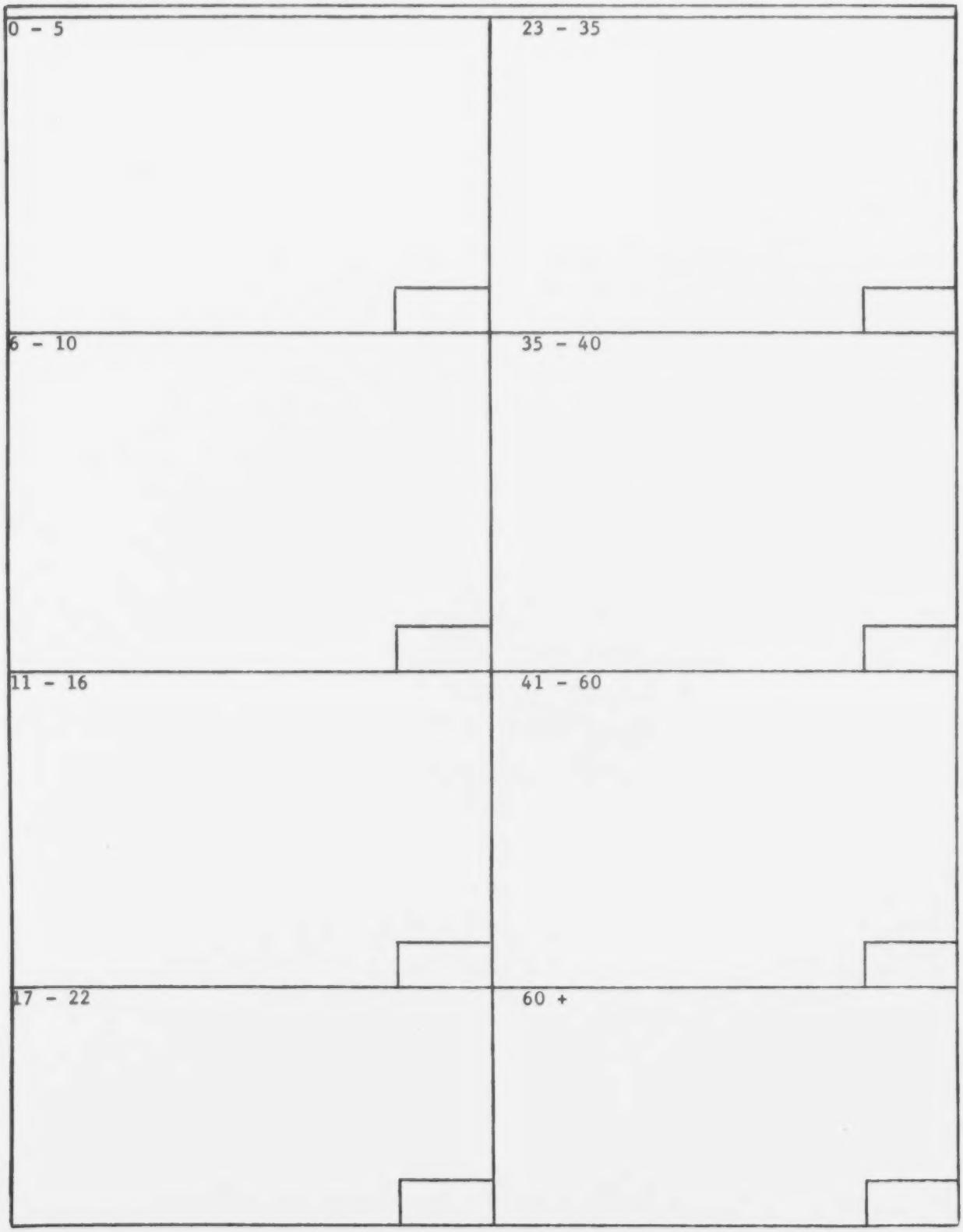
Film: Everybody Rides the Carousel, MCPS 7159
Rosey Greer: The Courage To Be Me, MCPS 7562

Worksheet

Worksheet 16

AGE AND THE PROCESS OF SELF-CONCEPT FORMATION

Name: _____



Background Information

ERICKSON'S DEVELOPMENTAL TASKS*

The following chart describes emotional development from birth to maturity in tasks to be accomplished. It is felt that each task must be worked out at a given stage in order for the person to develop into a well-rounded personality and to be able to have mutually rewarding relationships with others. If these tasks have not been conquered or met, one may develop habits of action or ways of feeling and thinking that will become handicaps in daily life. Some experts feel that it is virtually impossible to make up one task if it has been missed at a given age.

APPROXIMATE AGE	DEVELOPMENTAL TASK	DESCRIPTION OF PERSON WHO IS DEVELOPING TASK
I Birth to 1 year	Trust (reliance on others)	Learns to trust, develops drive and hope, sleeps deeply relaxed, easy to feed, relaxed bowels
II 2-3 years	Autonomy (ability to work by self)	Learns self-control and self-expression, develops will power, learns cooperativeness. Child who isn't developing autonomy will be self-conscious, hang his head, try to get away with things unseen, and feel shame and doubt. This stage is the one where a child (adult) learns the balance between love and hate.
III 4-5 years	Initiative (self-reliant, enterprising)	Learns that life has direction and purpose, can understand and plan, eager to make things with others, willing to profit and learn from teachers and others
IV 5-6 years	Industry	Wins recognition by producing, completes work he has started, and learns from older children. If this task is not learned, a child will feel inferior. This stage can be disrupted when the family has failed to prepare him for school life or school fails to sustain the promises of the earlier stage.

Background Information

APPROXIMATE AGE	DEVELOPMENTAL TASK	DESCRIPTION OF PERSON WHO IS DEVELOPING TASK
V 9-13 years	Identity (Who am I?)	Learns devotion and fidelity, "falling in love" stage, identifies with his sex vs. role confusion about his sex
VI 14-16 years (young adulthood)	Intimacy (affiliation and love for others)	Ready for intimacy, affiliations, partnerships. A person who isn't developing is an isolate, avoids people, situations, and contacts which might lead to intimacy, has what psychotherapy calls "character problems."
VII Adulthood	Generativity (willing to produce and help the next generation)	Concerned about establishing and guiding the next generation, cares about younger people. A person who has not developed this is more involved with self.
VIII Maturity	Ego Integrity (feels good about self)	Accepts self and life cycle as being what had to be and that by necessity permitted no substitution. New and different love of parents. A person who has not developed this feels despair with what he is and where he is going and fears death.

*Adapted from Erikson, E.H. Childhood and Society, 2nd. ed., New York, New York: Norton, 1963.

DEVELOPMENTAL TASKS IN TEN CATEGORIES OF BEHAVIOR
OF THE INDIVIDUAL DURING ADOLESCENCE*

	EARLY ADOLESCENCE (pubescence to puberty)	LATE ADOLESCENCE (puberty to early maturity)
I. Achieving an appropriate dependence-independence pattern	Establishing one's independence from adults in all areas of behavior	Establishing one's self as an independent in an adult manner
II. Achieving an appropriate giving-receiving pattern of affection	Accepting one's self as a worthwhile person really worthy of love	Building a strong mutual affectional bond with a (possible) marriage partner
III. Relating to changing social groups	Behaving according to a shifting peer code	Adopting an adult-patterned set of social values by learning a new peer code
IV. Developing a conscience		Learning to verbalize contradictions in moral codes as well as discrepancies between principle and practice, and resolving these problems in a responsible manner
V. Learning one's psycho-socio-biological sex role	1. Strong identification with one's own sex mates 2. Learning one's role in heterosexual relationships	1. Exploring possibilities for a future mate and acquiring "desirability" 2. Choosing an occupation 3. Preparing to accept one's future role in manhood or womanhood as a responsible citizen of the larger community

(cont.)

	EARLY ADOLESCENCE (pubescence to puberty)	LATE ADOLESCENCE (puberty to early maturity)
VI. Accepting and adjusting to a changing body	1. Reorganizing one's thoughts and feelings about one's self in the face of significant bodily changes 2. Accepting the reality of one's appearance	Learning appropriate outlets for sexual drives
VII. Managing a changing body and learning new motor patterns	Controlling and using a "new" body	Learning and practicing proper physical care.
VIII. Learning to understand and control the physical world	Learning about the world around us, and how one's actions influenced and are influenced by that physical world	Maintaining curiosity and respect for the physical world; living in harmony with it and preserving it for future generations
IX. Developing appropriate symbol and conceptual abilities	1. Using language to express and to clarify more complex concepts 2. Moving from the concrete to the abstract and applying general principles to the particular	Achieving the level of reasoning of which one is capable
X. Relating one's self to the cosmos	Asking basic questions about the meaning of life, one's place in the scheme of things. Expanding philosophical/religious understandings	Formulating a workable belief and value system

* Adopted from the NEA Journal, March, 1950.

PERFORMANCE OBJECTIVE 3: The student will recognize and evaluate the influences of significant others on the formation and change of self-concept.

SUGGESTED ACTIVITIES

1. Have class develop a list of people who have influence on the formation and change of self-concepts. Examples: parents, teachers, siblings, employers, peers, political leaders, religious figures, sports heroes, colleagues, and fictional characters. Have students record the importance of these people on their own self-concept.

2. Assign Worksheet 17 "Influence of Others on My Self-concept." Students should complete each section by writing a statement that someone has made to them, which has influenced their self-concept in a negative or positive way. Ask for student volunteers to share one or more statements with the class.

3. "IALAC"--Tell "IALAC Story," using instructional materials provided and a piece of paper with the letters "IALAC" written on it. Conduct a class discussion around the following questions:

   Have you ever worked very hard at something you felt was not understood or appreciated?
   What was done or said that made you feel your work was not appreciated?
   Assignment: Have students keep a record of statements or actions directed towards them by others that contribute to or detract from "IALAC" feelings.

4. Have students bring in comic strips or examples of a television show that depicts one character negatively or positively, influencing the self-concept of another character. Use these examples as a basis for a class discussion.

5. Read "The Warm Fuzzy Story" to the class and conduct class discussion about the concept of "warm fuzzies" and "strokes" (see background information). Discuss with class ways people can get warm fuzzies that they need to raise or maintain their self-esteem. Discuss ways students can enhance their classmates' self-esteem.

6. Distribute to the class the "Self Concept Chart," Worksheet 18, asking the students to fill it in by putting a few words in each box to indicate their own opinions of themselves and what they think others expect of them for each category. They may choose to leave some blanks. Then ask them to put a plus sign (+) next to those expectations which have been helpful or positive for them. Then put a (-) next to those expectations which have been not helpful to them. Then put a "C" next to the opinion about themselves they would most like to change. Then ask the class, "How dependent are your opinions of yourself on the comments of others?" Lead a discussion on this topic.

INSTRUCTIONAL MATERIALS

Book: Shedd, Charles, ed. You Are Somebody Special. New York: McGraw Hill, 1982.
Worksheets
Background Information
IALAC Story
Warm Fuzzies

WORKSHEET 17

INFLUENCE OF OTHERS ON MY SELF-CONCEPT

Positive Statement Directed to Me that Made Me Feel Good About Myself	Negative Statement Directed to Me that Made Me Feel Bad About Myself
PARENT	PARENT
TEACHER	TEACHER
FRIEND	FRIEND
MEDIA	MEDIA

Worksheet 18

SELF-CONCEPT CHART

	YOUR OPINION OF YOURSELF	EXPECTATIONS OF YOU HELD BY OTHERS
YOUR INTELLIGENCE		
YOUR APPEARANCE		
YOUR USE OF MONEY		
YOUR FUTURE PROSPECTS		
YOUR PERSONALITY		
YOUR ROLE AS A MALE OR YOUR ROLE AS A FEMALE		
YOUR ROLE AS A DAUGHTER OR YOUR ROLE AS A SON		
YOUR ATHLETIC ABILITY		
YOUR HAVING OR DEVELOPING TALENTS		

Background Information

THE IALAC STORY

The "I Am Lovable and Capable" (IALAC) story provides a simple but powerful learning experience in how we influence, positively and negatively, each other's self-esteem. It was originally developed by Sidney Simon and is required reading for anyone who works with people.

The idea behind is that each of us wears a sign saying "I Am Lovable and Capable," except the signs are invisible, so people frequently forget they are there. During the course of a day, people say things to us and do things to us that tend to build our signs, making us feel more lovable or more capable, or tear down our signs, leaving us feeling less lovable or less capable. Some people feel and act pretty lovable but not so capable, or quite capable but not so lovable. Actually, no one is all one way or the other. We all feel lovable and capable in some areas and situations, and not so lovable or capable in others. People who feel more lovable and capable tend both to accomplish more and to have more satisfying relationships.

How we get along in life is in good measure determined by how people treated our IALAC signs when we were younger. As we get older, we can learn to be less vulnerable to being so influenced by what people say and do to us. We can process incoming stimuli differently and make better sense out of it; but most of us are still somewhat vulnerable, no matter how independent we may be. The areas of self-concept and self-esteem in psychology can be related to the notion of the IALAC sign we all wear.

By telling the IALAC story to students, we share part of this important concept with the whole class. This increases everyone's sensitivity to the feelings of others. It is very difficult to tear down someone else's IALAC sign when we are aware that that is what we are doing. It is much more likely that we will help build up one another's signs if we become aware of how important those signs are.

We recommend that you read Simon's IALAC story and then tell the students the IALAC story in your own words, creating examples and anecdotes of your own to illustrate the many ways an IALAC sign can be ripped in a single day. In case you cannot obtain a copy of the IALAC story in time, use this story below. But remember, the main character can be male or female, young or old, black or white, teacher or student, or whatever, and that the anecdotes within the story can be changed, with the point of the story remaining exactly the same.

This background has been provided for your own information. To begin this session you might simply say, "Yesterday we explored some issues related to the question of 'What makes a safe environment for learning?' Today I would like to share with you a story that might give us further insights about the question." Then, proceed to tell the story.

In telling the story, it is a good idea actually to wear a sign which says "IALAC." You can simply write it on a piece of paper and tape it to your shirt or dress. Whenever you get a part of the story where a piece of the IALAC sign is torn, you show this by actually ripping a piece of your IALAC sign.

After you have told the story, have the students get into pairs, again with someone they do not know or do not know well. Give each pair five to ten minutes to do the following:

1. Share with each other one time in the past month when someone ripped a piece of your IALAC sign and one time in the past month when somebody added a piece to your IALAC sign.

2. Together, come up with a list of five ways people rip one another's IALAC signs in our school or community.

A SAMPLE IALAC STORY

Chip wakes up one morning and the first words he hears are those of his mother yelling, "Hurry up, or you'll be late for school (rip)." He darts down the hall to the bathroom, but his sister beats him to it and slams the door in his face (rip).

When he finally gets in, he sees that she forgot to take his gym shorts off the shower curtain rod, and they are now soaked from his sister's shower (rip).

On the way to school, he walks past a group of girls he knows, one of whom he has had his eye on for quite a while. As he passes by, he sees her point his way and all her friends start whispering (rip). Later on, he sees a little boy who fell and skinned his knee. He helps him up, collects his books that are strewn over the sidewalk, and gives him a word of encouragement. The boy says, "Thanks a lot, mister" (add a piece back on). But helping the boy makes him just a half minute late for school. Since it's not the first time he's been late, the homeroom teacher sends him down to the principal's office. He tries to explain about the little boy who fell. "Likely story," and he gets detention (rip).

His first class that morning is English. He gets back a spelling test from the week before (big rip). In math he gets called on and gives the wrong answer (rip). In music class, the teacher suggests that maybe it would be better if he just mouthed the words (rip). During lunch, while he is trying to get up enough nerve to ask Jennifer, the girl from this morning's whispering, to a rock concert, his best friend Jeff comes up to him and tells him that he and Jennifer are going to the concert (start to rip a piece, but don't tear it all the way off)....But then he thinks to himself, "Oh well, there's another concert in two weeks. I'll ask Jennifer earlier next time; and if she says no, I'd also like to go with Betty. I'll ask her." (Drop your hand off the piece you were tearing, leaving it partly intact).

He has supper early because tonight is the first game his B-string basketball team is playing that season. When he gets out on the court, he sees that both his parents are in the stands. He didn't expect that because they are usually too busy to come to his games (add a piece back on). Unexpectedly, the coach puts him in the starting lineup (add a piece back on). He plays an average game most of the night; and with his team down by one point and just a few seconds left in the game, he misses both foul shots (rip). He hears his father say sarcastically, "My son, the athlete" (rip); and the coach say, "Well, I know who isn't going to start in the next game" (rip). Mary comes up to him, puts her hand on his arm and says, "Well, nice try, Chip," and smiles like she really means it (add a piece back on). On the way home, he hears the local newscaster announce, "The Northside Rockets lost their first game tonight when Chip Johnson missed two shots at the free throw line..." (rip).

When he gets home, Mom and Dad have had time to discuss his report card which came in the mail from school that day. They inform him he got two C's. His mother days, "Why can't you be like your sister? She got all B's and an A this time." (rip). He goes up to his room, where the family's golden retriever comes trotting in and puts his head down on Chip's lap (add a piece).

Chip takes his IALAC sign off (take your sign off), puts it at the side of the bed, pulls the covers up over himself, and drifts off to sleep.

Background Information

WARM FUZZIES

Long ago, only little people lived on Earth. Most of them dwelt in the little village of Swabeedoo, and so they called themselves Swabeedoo-dahs. They were very happy little people who went about with broad smiles and cheery greetings for everybody.

One of the things the Swabeedoo-dahs liked best was to give Warm Fuzzies to one another. Each of these little people carried over his shoulder a bag filled with Warm Fuzzies. Whenever two Swabeedoo-dahs met, each would give the other a Warm Fuzzy.

Now it is an especially nice thing to give someone a Warm Fuzzy. It tells people they are special. It is a way of saying "I like you." And, of course, it is very pleasing to have someone give you a Warm Fuzzy. When you have a Warm Fuzzy held out to you, when you take it and feel its warmth and fuzziness against your cheek, and place it gently and lovingly in your fuzzy-bag with all the others, it's just extranice. You feel noticed and appreciated when someone gives you a Warm Fuzzy, and you want to do something nice for them in return. The little people of Swabeedoo loved to give Warm Fuzzies and get Warm Fuzzies, and their lives together were very happy indeed.

Outside the village, in a cold, dark cave, there lived a great green troll. He didn't like to live all by himself. Sometimes he was lonely; but he couldn't seem to get along with anyone else, and somehow he didn't enjoy exchanging Warm Fuzzies. He thought it was a lot of nonsense. "It isn't cool," was what he would say.

One evening the troll walked into town. He was met by a kindly little Swabeedoo-dah.

"Hasn't this been a fine Swabeedoo-dah day?" said the little person with a smile. "Here, have a Warm Fuzzy. This one is special and I saved it just for you, for I don't see you in town that often."

The troll looked about to see that no one else was listening. Then he put an arm around the little Swabeedoo-dah and whispered in his ear.

"Hey, don't you know that if you give away all your Warm Fuzzies, one of these Swabeedoo-dah days of yours you're gonna run out of them?"

He noted the sudden look of surprise and fear on the little man's face, and then added, peering inside his fuzzy-bag: "Right now I'd say you've only got about 217 Warm Fuzzies left there. Better go easy on handin' 'em out."

With that, the troll padded away on his big green feet, leaving a very confused and unhappy Swabeedoo-dah standing there.

Now, the troll knew that every one of the little people had an inexhaustible supply of Warm Fuzzies. He knew that as soon as you give a Warm Fuzzy to someone, another comes to take its place; and that you can never ever run out of Warm Fuzzies in your whole life. But he counted on the trusting nature of the little Swabeedoo-dahs and on something else that he knew about himself. He just wanted

to see if this same something was inside the little people. So he told his fib, went back to his cave, and waited.

Well, it didn't take long. The first person to come along and greet the little Swabeedoo-dah was a fine friend of his, with whom he had exchanged many Warm Fuzzies before. This little person was surprised to find that when he gave his friend a Warm Fuzzy this time he received only a strange look. Then he was told to beware of running low on his supply of Warm Fuzzies, and his friend was suddenly gone. That Swabeedoo-dah told three others that same evening: "I'm sorry, but no Warm Fuzzy for you. I've got to make sure I don't run out."

By the next day, the word had spread over the entire village. Everyone had suddenly begun to hoard their Warm Fuzzies. They still gave some away, but very, very carefully. "Discriminatingly," they said.

The little Swabeedoo-dahs began to watch each other with distrust and to hide their bags of Warm Fuzzies under their beds for protection at night. Quarrels broke out over who had the most Warm Fuzzies, and pretty soon people began to trade Warm Fuzzies for things, instead of just giving them away. Figuring there were only so many Warm Fuzzies to go around, the mayor of Swabeedoo proclaimed the Fuzzies a system of exchange. Before long, the people were haggling over how many Warm Fuzzies it cost to eat a meal at someone's house or to stay overnight. There were even some instances of robberies of Warm Fuzzies. Some dark evenings--the kind the little Swabeedoo-dahs had enjoyed for strolling in the parks and streets and greeting each other to exchange Warm Fuzzies--it wasn't even safe to be out and about.

Worst of all, something began to happen to the health of the little people. Many of them began to complain of pains in their shoulders and backs; and as time went on, more and more little Swabeedoo-dahs became afflicted with a disease known as softening of the backbone. They walked all hunched over or (in the worst cases) bent almost to the ground. Their fuzzy-bags dragged on the ground. Many people in the town began to say that it was the weight of the bags that caused the disease and that it was better to leave the bags at home, locked up safely. After a while, you could hardly find a Swabeedoo-dah with his fuzzy-bag on.

At first, the troll was pleased with the results of his rumor. He had wanted to see whether the little people would feel and act as he did sometimes when he thought selfish thoughts, so he felt successful with the way things were going. Now, when he went into town, he was no longer greeted with smiles and offerings of Warm Fuzzies. Instead, the little people looked at him as they looked at each other--with suspicion--and he rather liked that. To him, that was just facing reality. "It's the way the world is," he would say.

But as time went on, worse things happened. Perhaps because of the softening of the backbone, perhaps because no one ever gave them a Warm Fuzzy (no one knows), a few of the little people died. Now, all the happiness was gone from the village of Swabeedoo as it mourned the passing of its little citizens. When the troll heard about this, he said to himself: "Gosh! I just wanted them to see how the world was. I didn't mean for 'em to die!" He wondered what to do. And then thought of a plan.

Deep in his cave, the troll had discovered a secret mine of Cold Pricklies. He had spent many years digging the Cold Pricklies out of the mountain, for he liked their cold and prickly feel; and he loved to see his growing hoard of

Cold Pricklies and to know that they were all his. He decided to share them with the Swabeedoo-dahs. He filled hundreds of bags with Cold Pricklies and took them into the village.

When the people saw the bags of Cold Pricklies, they were glad, and they received them gratefully. Now they had something to give to one another. The only trouble was that it was just not as much fun to give a Cold Prickly as a Warm Fuzzy. Giving a Cold Prickly seemed to be a way of reaching out to another person, but not so much in friendship and love. And getting a Cold Prickley gave one a funny feeling, too. You were not just sure what the giver meant; for after all, Cold Pricklies were cold and prickly. It was nice to get something from another person; but it left you confused, and often with stung fingers. The usual thing a Swabeedoo-dah said when he received a Warm Fuzzy was "Wow!" But when someone gave him a Cold Prickly, there was usually nothing to say but "Ugh!"

Some of the little people went back to giving Warm Fuzzies; and, of course, each time a Warm Fuzzy was given, it made the giver and receiver very joyful indeed. Perhaps it was because it was so unusual to get a Warm Fuzzy from someone when there were so many of those Cold Pricklies being exchanged.

But giving Warm Fuzzies never really came back into style in Swabeedoo. Some little people found that they could keep on giving Warm Fuzzies away without ever having their supply run out, but the art of giving Warm Fuzzies was not shared by many. Suspicion was still there in the minds of the people of Swabeedoo.

You could hear it in their comments:
"Warm Fuzzy, eh? Wonder what's behind it?"
"I never know if my Warm Fuzzies are really appreciated."
"I gave a Warm Fuzzy, and got a Cold Prickly in return. Just see if I do that again."
"You now know about Mabel. A Warm Fuzzy one minute, a Cold Prickly the next!"
"If you won't give me a Cold Prickly, I won't give you one. Okay?"
"I want to give my boy a Warm Fuzzy, but he just doesn't deserve it."
"Sometimes I wonder if Grandpa has a Warm Fuzzy to his name."

Probably every citizen of Swabeedoo would gladly have returned to the former days when the giving and getting of Warm Fuzzies had been so common. Sometimes a little person would think to himself how very fine it had felt to get a Warm Fuzzy from someone, and he would resolve to go out and begin giving them to everyone freely as of old. But something always stopped him. Usually, it was going outside and seeing "how the world was."

Source Unknown

PERFORMANCE OBJECTIVE 4: The student will evaluate the factors necessary for the development of a positive or negative self-concept.

SUGGESTED ACTIVITIES

1. Positive Self-image-Building Activity

List the names of the students on the chalkboard, numbering each name. Have each student locate his or her own name, the three names that appear before it, and the three names that appear after it on the list. (For example, student one will locate students two, three, and four and the last three students on the list. Student twelve will locate students nine, ten, and eleven, as well as thirteen, fourteen, and fifteen.) Give each student six small pieces of paper. Have each student write at least one positive statement for each of the six students he/she has been assigned. After the statements have been written, fold each paper and put the appropriate name on the outside. Pass all six notes to the right. Keep the notes which have your name on them. Continue passing the notes until all students have all the notes that were written to them.

Going around the room, have each student open the notes, one at a time, transpose the message to the first person (changing each "you" to "I"), and read it to the class. Continue with other five notes. (For example, a note with the following message: "You are a sympathetic and compassionate person," should be read, "I am sympathetic and compassionate.")

Ask the class the following questions:

a) Did this activity help you to recognize some positive qualities in yourself?

b) How do compliments relate to the development of a positive self-image?

c) Give examples of other factors necessary for the development of a positive self-image.

2. Have students complete Self-awareness, Worksheet 19. At the completion of the worksheet, have each student complete an open-ended statement:

I learned _____.
I was surprised that _____.

Teacher may want to collect "I-learned" statements rather than the worksheet.

3. "I Am" Activity

Ask the students to draw a line down the middle of a sheet of paper. Have them write the words "I am" at the top of the left column and then, skipping a line between each word, make a list of 10 words that describe themselves. On the right side of that paper, at the top of the column, they should write the words, "What makes me think so." Then, under that heading beside each of the words they wrote in the left column, ask them to write

a few words to indicate how they know or why they think they are like the words on the left. Their evidence could be from what others have told them, the way others react to them, how they see themselves acting, and so on.

Now, ask them to code their list by putting a "+" next to those qualities they feel good about, a "-" next to those qualities they do not feel good about, a "0" next to those qualities they feel neutral about, an "HR" next to those qualities which hurt their relationships, an "R" next to those qualities which help them in relationships with others, and an "HW" next to those qualities which they have developed through hard work (by working on improving this quality). A student may have more than one of the codes next to any given quality. Then have the students place an asterisk (*) next to the one quality which is the most prized part of their identity. Finally, ask them to add one other word to their list, which would be one quality that is <u>not</u> on the list but which they would like to have on it.

With all this information in front of them, ask the students to complete one of the following "I learned" statements:

"I learned that I...."
"I relearned that I...."
"I was pleased that I...."
"I was surprised that I...."

Then ask if there is anyone who would be willing to share one of their "I learned" statements with the class.

5. Personal Coat of Arms

Personal coats of arms have been used since medieval times to represent the order of inherited power or privilege. Distribute blank coat of arms to students (Worksheet 20). Have students draw something in each of the six categories. Emphasize the fact that the drawings may be simple, as long as the artist knows what the drawing expresses. The quality of their art work is not important. The categories are the following:

a) What is something you are good at?
b) What is your greatest achievement or success?
c) What is something you've done for someone else that made him or her happy?
d) What is a negative characteristic you have that you'd like to change?
e) What is something you are looking forward to?
f) What is something your best friend admires about you?

Have each student exchange their coat of arms with another person in the class that he or she does not know well. Have the student try to interpret the meaning of each picture in each category. Encourage the students to elaborate on the information in these areas.

6. Give a minilecture on strokes, as referred to in transactional analysis. (See Background Information, or Chapter 3 in <u>I'm OK, You're OK</u>, by Thomas A. Harris or <u>Born to Win</u> by Murial James and Dorothy Jongeward.)

7. Show one of the available MCPS films depicting self-image development. Examples are the following:

Free to Be You and Me	MCPS 6661
Skating Rink	MCPS 7108

8. Conduct a class discussion on the effects of a negative self-concept.

INSTRUCTIONAL MATERIALS

Films:

Free to Be You and Me	MCPS 6661
Skating Rink	MCPS 7108

Books: Harris, Thomas A. I'm OK--You're OK. New York: Avon Publishers, 1982.
James, Muriel, and Jongeward, Dorothy. Born to Win. Reading, Mass.: Addison-Wesley, 1971.

Worksheet 19

SELF-AWARENESS

Who are you? Can you describe yourself?

1. Read through the following list of descriptive words.
2. Add any other descriptive words you can think of.
3. Circle <u>all</u> the adjectives which you think describe you.
4. Go back and check the ten (or more) which are <u>most</u> descriptive of you.

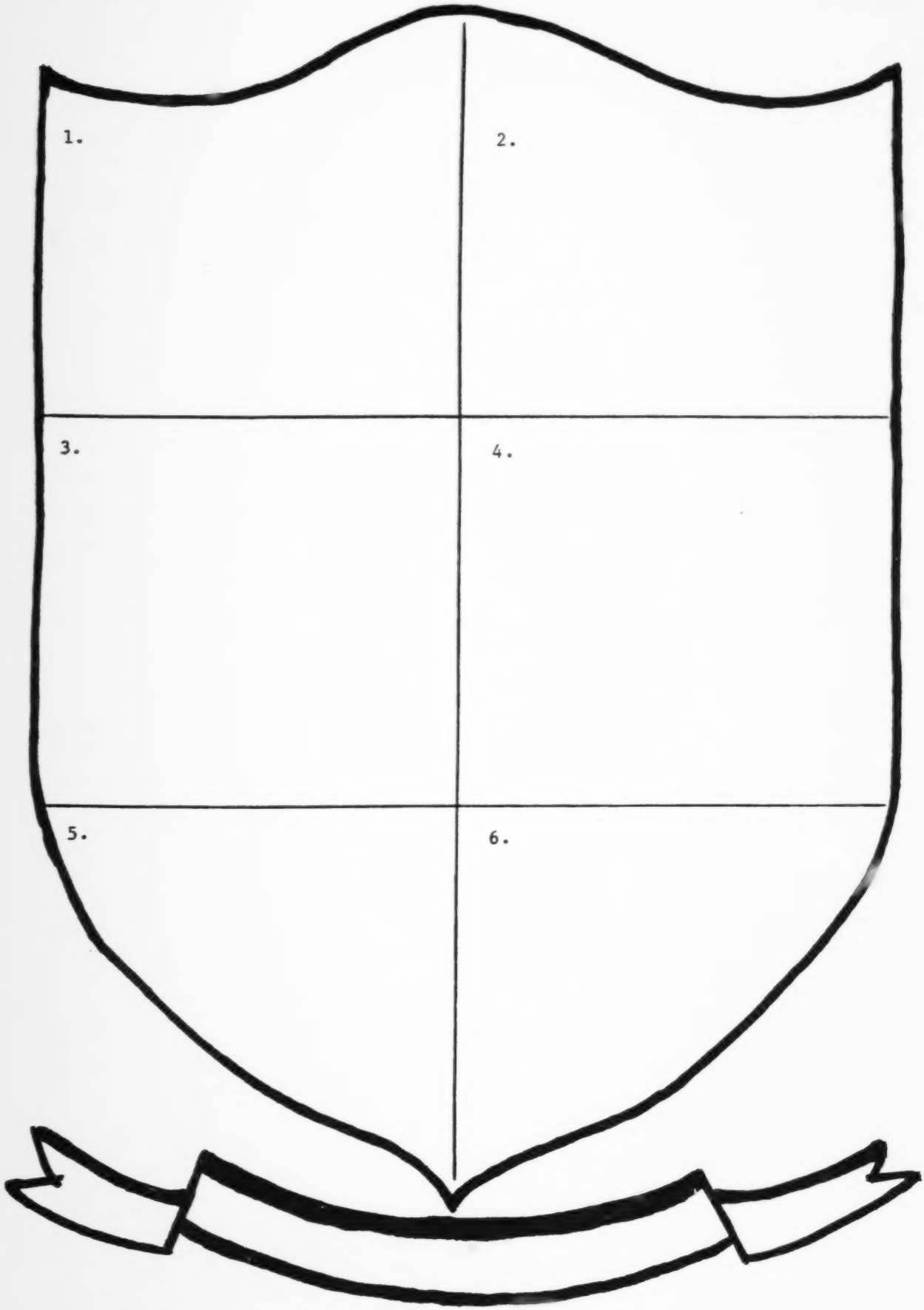
___ cautious	___ intelligent	___ pushy
___ dependent	___ complaining	___ appealing
___ distrustful	___ independent	___ hypocritical
___ generous	___ carefree	___ interesting
___ catty	___ idealistic	___ short
___ systematic	___ self-centered	___ aggressive
___ caring	___ industrious	___ wise
___ easy-going	___ dominant	___ jumpy
___ thoughtful	___ verbal	___ dedicated
___ sad	___ stupid	___ respectful
___ reticent	___ well-groomed	___ forgetful
___ exuberant	___ creative	___ mature
___ awkward	___ tranquil	___ resistant
___ warm	___ cruel	___ angry
___ bossy	___ possessive	___ proper
___ humorous	___ small	___ jealous
___ honest	___ competitive	___ sarcastic
___ proud	___ loving	___ healthy
___ fair	___ lanky	___ accepting
___ snobbish	___ courteous	___ athletic
___ thin	___ shy	___ stern
___ talented	___ humorless	___ tall

___ robust	___ careless	___ graceful
___ moody	___ close-minded	___ joyful
___ loud	___ pleasant	___ gullible
___ lazy	___ short-tempered	___ alert

Have a friend look over an identical list and circle at least 20 adjectives which your friend thinks best describe you. Ask your friend to put a + (plus) by at least five words that describe positive traits and a - (minus) by at least five words that describe negative traits.

	PHYSICAL CHARACTERISTICS	INTELLECTUAL CHARACTERISTICS	EMOTIONAL CHARACTERISTICS	TRAITS AND/ OR HABITS
Positive:				
Neutral:				
Negative:				

PERSONAL COAT OF ARMS



Background Information

Strokes

A stroke is a unit of recognition, a form of stimulation. Research indicates that infants require physical stimulation such as stroking, rocking, or patting, in order to survive. For adults, positive social stimulation or recognition, also called strokes, is necessary for the preservation of health. Berne states that the desire for strokes may also be related to the fact that outside stimulation is necessary to keep certain parts of the brain active in order to maintain a normal life.

Strokes can be physical, verbal, or nonverbal. The need for stimulation becomes a need for recognition as we grow older.

A positive stroke is one with a "You're OK" message, and usually results in good feelings. A negative stroke (probably more realistically called a "slap") carries the "You're not OK" message and may result in unpleasant feelings. Each person has options regarding which strokes he will give and receive. The ultimate responsibility for how a person feels lies within himself or herself.

An unconditional stroke is a stroke for being ..."I like you."
A conditional stroke is a stroke for doing..."Thank you for returning my book."

Students who feel OK about themselves tend to seek out exchanges of positive strokes. Student who do not feel OK about themselves or others may seek out negative strokes which increase their "Not OK" feelings.

Here are some ways to obtain strokes:

1. Give them.
2. Ask for them when you need them.
3. Stroke yourself...dwell on your accomplishments, give yourself full credit for achievements.
4. Accept them when they come.
5. Earn them by doing.
6. Be with people who give them.

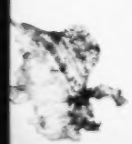
Problems in the classroom, in our personal lives, at work, and with friends and family are often the result of stroke-starved people.

The Negative Self-concept

When a person's conscious and unconscious mind is filled with self-doubt, guilt, and self-rejection, that person can be said to have a negative self-concept.

Just as most contemporary social scientists are in agreement that self-esteem is a necessity for sound mental health, they are also in agreement that self-dislike, self-doubt, and guilt may lead to a negative self-concept.

How a person feels and views himself greatly affect his behavior and performance. As a person fails to meet expectations of self and others, he or she perceives himself or herself as a failure and may stop trying to succeed.



A man who needs affection from his wife but finds her unable to respond to him in warm physical ways may become highly resentful if she is able to give affection to one of her children. Unable to express or resolve his problems with his wife and fearing that he will receive even less affection from her, he may misdirect his anger and critical feelings toward his wife's favorite child. He may attempt to criticize the child in front of his wife, perhaps unaware of the fact that he is really trying to hurt his wife.

After an emotionally disappointing experience with his wife, he may lash out at his bewildered child. If his scapegoat is a daughter, he may say, "You're going to be just like your mother when you grow up!" His tone of voice gives the strong implication that what she is growing up to be is highly undesirable and unloveable.

Severe cases of scapegoating a child may occur after a parent has been deserted by a mate. Many deserted parents are adults who have suffered self-doubt over a long period of time. The desertion of their mate has reinforced their fear that they are unloveable and undesirable, and this increased self-doubt can lead to hostility and rejection of others. Unfortunately, the children are closest at hand and may receive this rejection.

The deserted wife and mother may become fearful that she will always be lonely and unloved. She may also resent and fear the job of raising her children alone. Blinded by her anger and pain, she may lash out at any of her children who behave like their father. She may completely reject the father's favorite child or a male child who closely resembles him. She may also reject a child that behaves or resembles her, for she passes on the self-contempt she feels for her own personality to them.

The innocent children in these cases are called scapegoat children, and they are found in many unhappy families. Their bewilderment at the hostility heaped upon them is the beginning of the formation of a negative self-concept and the vicious cycle continues to repeat itself.

Self-rejecting parents have little ability to give affection, acceptance, and approval to themselves, each other, or their children. Their self-doubt and their concern that they are not loved or loveable cripples their ability and desire to meet each other's needs. With the passing of time, their mutual disappointment and resentment build up. If they are unable to express their feelings openly to each other and work toward their resolution, one or both parents may misdirect their anger and hostility toward one of their children.

Role of the Parent in Influencing the Development of Negative Self-concept

The parents play the most important role in influencing the development of a negative self-concept. The potency of any negative influence that parents have on the development of a child's self-concept is due largely to the total dependency that a child has on the parents during early formative years and the relative isolation a child has from other sources of influence.

Parents who lack the knowledge and understanding that human beings need and must have approval and recognition often fail to meet these needs for their children. Many parents, with the most loving intent, become severely critical of their children, hoping that the outcome will be a strong and independent child.

Their theory is that if the child learns early "that it's a cold, cruel world out there," he or she will be better able to cope with it. However, without the emotional security that can best be provided by parents, a child may find it even harder to survive and meet its needs in "the cold, cruel world." It should be remembered that one more emotionally starved, desperate child pushed out into the world only adds to the coldness and cruelty of that world.

There are many additional reasons why some parents do not meet the emotional needs of their children. Among these reasons is the unhappiness of the parent. The parent's unmet needs may interfere with the parent's ability to meet the needs of others. Ask your students to offer additional reasons and to explain their reasons to the class.

A child who has not been given the amount of affection, acceptance, and approval that she or he needs is left to seek out those emotional needs from a variety of other people with whom he or she interacts throughout life. Unfortunately, such a child goes out to meet those needs with two strikes against him or her--the mother's and the father's rejection and disapproval. When a child goes without parental affection, acceptance, and approval, the inevitable result is self-doubt. After all, if the mother and father have not liked or loved the child, the child reasons that it is possible that the child has nothing for them to love.

Ask the students how they, as parents, could ever manage to guide their children, protect them from danger, and aid them in becoming loving adults without using the punishment of rejection and disapproval. Some psychologists theorize that rejecting a behavioral act and not the child provides at least part of the answer. Letting the child know that she or he is accepted and loved, but that a certain act is not, may provide the reassurance the child needs.

The Role of Significant Others (Other Than Parents) in Influencing the Development of a Negative Self-concept

Conduct a discussion of peer rejection and disapproval. What is a peer group's motivation for rejection or giving disapproval to a member or an individual seeking entry into a peer group? What is the motivation behind their motivation? (For example, the motivation behind a fraternity's denying entrance to a prospective member may be that the prospective member doesn't meet the requirements that the fraternity has set up for successful entrance and membership in the group. The motivation behind their motivation may be that they are afraid they will not continue to receive the admiration or approval they seek from the college student body if they accept a member that doesn't meet their group standards, whatever they might be. They may also feel the prospective member is so far superior to them that they would be uneasy with him in their midst.) Ask the students if they believe it is possible that some people give disapproval or rejection to others to avoid rejection themselves. How does peer group rejection influence the concept of an individual receiving the rejection?

The Role of Negative Self-concept in Influencing Behavior

Negative feelings toward the self do not stop at the self; people who reject themselves have difficulty accepting others. They may reach out to others for love, but they harbor feelings of cynicism that the love they seek will never be given to them. Eventually, these feelings of disbelief and doubt that anyone will ever come to know them and to love them end up as feelings of hostility

toward those people from whom they seek love. This doubt can often lead to manipulatory patterns of behavior which are self-defeating.

Even when they do receive love from others, some people are so sure that they are going to be rejected that they act in a manner almost guaranteed ultimately to provoke hostility and rejection. In this way, they assist in their own rejection.

Negative feelings toward the self do not stop at the self; even the slightest self-doubt and self-dislike make it difficult for an individual to accept others. When negative feelings toward the self are severe, a person may seek to escape pain in irrational ways. With no knowledge of the cause or possible cure of the misery, such a person often lashes out at others. Resentful and angered by the hostility he or she has been taught to feel toward himself or herself, the person lashes out blindly at the surrounding world. Often those hurt may have had little or nothing to do with the development of this negative self-concept. A boss may belittle an employee; the employee, fearful of losing her or his job, lashes out at her or his spouse; the spouse, fearful of the mate's temper, spanks their child for an act rarely punished; the child, fearful of more rejection from the parent, secretly pinches an infant sibling or, worse yet, represses the hostility and rejection and directs the hate inward. This unhappy cycle of ignorance can only be stopped when someone in the cycle recognizes the cause of the problem and seeks out the cure. The social sciences can certainly assist modern men and women in this accomplishment. If so many physical illnesses can be cured, there is certainly reason to believe that the common, emotional illness of self-hate can be understood and cured more frequently in the future.

PERFORMANCE OBJECTIVE 5: The student will explore and identify ways of changing a negative self-concept to a positive one.

SUGGESTED ACTIVITIES

1. Conduct a class discussion on possible ways a person can change a self-concept from negative to positive.

2. Talking to Yourself Exercise

   Introduce the following material to the class:

   > As was learned from the IALAC exercise, one way people are frequently dependent on other people is for the emotional support they need to feel good about themselves. What other people say and do to determine their self-worth is allowed. When people are young, this is probably unavoidable; but as they grow older, they can learn to give themselves many of the positive messages they need to feel worthwhile, lovable, capable, and so on. This is a form of healthy, mature independence. On the other side, people can also learn to stop giving people the power to tear them down, to make them feel less lovable and capable. They will probably never be totally free of others in either respect, but they can certainly grow toward this mature independence. Excluding physical violence, what other people do or say is outside of most people. It's only the way people take it

in that builds them up or tears them down. If they feel better or worse about themselves because of what someone else does, it's only because of the way they have interpreted it. They raise or lower their own self-esteem.

For example: A girl asks a boy she likes to come to a party she's giving. He turns her down. Anyone is probably going to feel disappointed in that situation. That's normal and healthy. However, there's no reason for her to interpret this refusal in such as way that she lowers her self-esteem because of it.

In the whole group, have students think of things this girl (a) might say to herself that would cause her to feel bad and might lower her self-esteem, (b) might say to herself to help her feel better, and (c) might do to help her feel better. Record these statements in three columns, as illustrated in the following:

Things a person might say that would cause a person to feel bad	Things a person might say to make him/her feel better	Things a person could do to help him/her feel better
"He doesn't like me."	"I'll miss him, but there are other fish in the sea."	Ask another boy.
"I'm going to miss him at the party."	"I'll miss him, but I'm going to have fun anyway."	Be without a date.
"I'll never find another boy as great as he is."	"I'll concentrate on enjoying the other people at the party."	Invite other guys.
"I was so looking forward to dancing with him."	"I'm losing out and so is he."	Change the idea of the party to make it more inviting (e.g., "theme" party, change in location).
"He doesn't like me; no boy is ever going to."	"I won't be a wallflower that night because it is my party."	
"He wouldn't have turned me down if I weren't so unattractive, uninteresting, unlovable, etc."		

Then have students participate in the following exercise. Explain how it's going to work ahead of time, so they have a sense of what will be happening. Also read the following instructions each step of the way:

(a) Students form groups of three. Each group is instructed to write an incident such as the one above in which people their age typically tend to interpret what was said or done in a way that they lower their feelings of welf-worth. Have students use Worksheet 21.

(b) Give each group a number. Each group passes its incident on Worksheet 21 to the next group (number ten given it to number one). The group reads the incident and fills out Column 1.

(c) Descriptions are passed on to the next group to fill out Column 2. Then descriptions are passed to the next group to fill out Column 3. Descriptions are passed to yet another group of students who are instructed to circle anything in the first column they consider ridiculous.

(d) Finally, the descriptions are returned to the original group so that they can read the other interpretations.

Discuss the following questions with the class:

(1) What learnings derived from today's session could you apply to your own life?

(2) What are the most typical situations and things you could say to yourself that lower your self-esteem?

(3) What are the most helpful things you could say to yourself?

(4) How can you change a self-critical statement into a self-helpful statement?

3. Goal-setting Activity

Psychologists have found that there is a correlation between motivation and effective goal setting and between positive or negative self-image. Accordingly, highly motivated persons who set realistic yet challenging goals generally have a positive self-image.

After giving an Achievement-Motivation Scale Worksheet 22 to students and having each student complete the worksheet, then use the scoring key to check the answers. Conduct a class discussion about the possible meanings of high or low scores and the correlation between motivation, goal setting, and self-image.

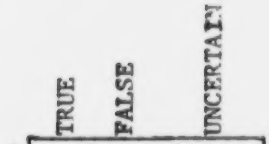
Worksheet 21

Talking To Yourself

Describe an incident that might cause one to be embarrassed, hurt, or unhappy with oneself:

Things a person might say that would cause him or her to feel bad and might lower his or her self-esteem	Things a person might say to help him or her or make him or her feel better	Things a person could do to help himself or herself feel better

Worksheet 22



Achievement-Motivation

A I tend to be accused of making excuses.

B I tend to miss social events because of work commitments.

C I tend to give up on projects or activities because of time or difficulty involved.

D I like to plan things well in advance.

E I tend to select goals that are easily in reach.

F I carefully map out my plans to accomplish my goals.

G I often make sacrifices to get what I want.

H I tend not to know what I want out of life.

I I prefer to work on tasks that are difficult and challenging.

J I would rather engage in a sport or a game where I am certain of victory.

K I tend to question my ability to accomplish things.

L I can get things done but usually have to be pushed.

M Why knock yourself out when you don't know what tomorrow will bring?

N I would choose someone to play on my team because of friendship rather than ability.

O I tend to lose interest in projects when they don't go right.

SCORING KEY - ACHIEVEMENT MOTIVATION

	TRUE	FALSE	UNCERTAIN
A	1	4	2
B	2	0	1
C	1	3	2
D	4	1	2
E	0	4	2
F	4	1	2
G	3	0	1
H	1	4	2
I	2	0	1
J	0	4	1
K	1	4	2
L	0	3	1
M	0	4	2
N	1	4	2
O	0	3	2

Worksheet 23

MY FUTURE

Desired achievements or accomplishments	Skills or abilities needed	I already posess these skills or abilities.	I am confident I could develop these skills or abilities.	I know how to develop more confidence if I need it.
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO
		YES NO	YES NO	YES NO

SAMPLE UNIT ASSESSMENT MEASURE

Using My Future Worksheet 23, have the students list in the left-hand column things that they have not yet accomplished but would like to. Lists may include items such as academic or occupational goals, desired behavioral changes, desired material possessions, and activities in which they'd like to become involved. The other portions of the worksheet should then be completed. Teacher should collect this worksheet as a basis for assessing whether students have generally developed a greater sense of self-confidence.

INSTRUCTIONAL OBJECTIVE 4: The student will relate drug abuse to a variety of psychological defense and escape behavior patterns.

PERFORMANCE OBJECTIVE: The student will identify sources of stress.

SUGGESTED ACTIVITIES

1. On a small piece of paper, have each student write a definition of "stress." Collect all definitions and read to class. Write a composite class definition on the chalkboard. (John D. Adams defines stress as "A physiological and psychological chain of events triggered by any disruption to one's equilibrium.") Conduct a class discussion on the sources of stress. List sources under definition. Some possible sources: money, work, home, drug use, holidays, competition, friends, environment, residence, tests, social problems, changes in relationships, change in general health, and death.

2. Distribute Stress, Worksheet 24, and instruct students to think about stressful situations in their lives. Explain to the class that the causes of stressful situations fall basically into three categories: (a) threat, (b) frustration, and (c) conflict. Tell the class to describe one situation for each of the three categories.

   Examples: a) Threat: Student has an important assignment due that will affect his or her grade.

   b) Frustration: Person tries to explain logically to an employer, but the boss refuses to listen.

   c) Conflict: One parent wants a child to participate in athletics, while the other encourages music and the arts.

   Explain to the class that there are stressful situations that one can enjoy, such as competitive sports, horror movies, fun houses, roller coasters, performing to an audience, and politics. Some stress is good for people. Have the class complete the last section of the worksheet with this information in mind.

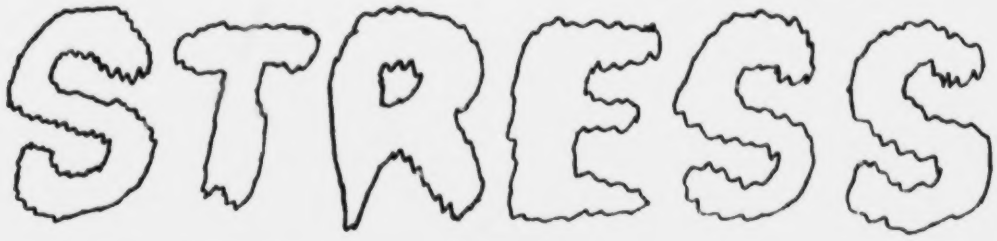
INSTRUCTIONAL MATERIALS

Book: Adams, John B. "Improving Stress Management," The Cutting Edge. La Jolla, Calif.: University Assoc., 1978.

Worksheet

Worksheet 24

Name_____



Describe a stressful situation in life caused by:

THREAT

FRUSTRATION

CONFLICT

Describe any stressful situations that you ENJOY.

PÉRFORMANCE OBJECTIVE 2: The student will describe the physiological and emotional effects of stress.

SUGGESTED ACTIVITIES

1. Distribute copies of Summary of Stress Response and Understanding and Managing Stress to the students for review.

   a) Discuss with the class the physiological effects of stress.
   b) Administer the self-test Understanding and Managering Stress. After arriving at a total score, have students review the sources of stress in their lives.

2. Show Why Do I Feel This Way? Understanding Human Emotions, Part 2 to class and conduct discussion using questions from the teacher's guide.

3. Assign students a research project or report dealing with one of the following topics:

   - o Physical illnesses caused or made worse by stress
   - o Emotional illnesses caused by stress
   - o Effects of alcoholism and drug use on family members
   - o The correlation between job-related stress and physiological and emotional illness
   - o Effects of emotional stress on pregnancy and psychosomatic symptoms of the mate

INSTRUCTIONAL MATERIALS

Filmstrip: Why Do I Feel This Way? Understanding Human Emotions, Part 2. White Plains, N.Y.: Center for Humanities, Inc., 1977.

Handout
Worksheet

Handout

SUMMARY OF THE STRESS RESPONSE

1. Stressful situations cause a nonspecific chain of events to occur inside us. It is the same response regardless of the stressor.

2. Hans Selye believes that each of us has a finite nonreplenishable amount of adaptation energy available to use in restoring equilibrium after a stressful event.

3. The stress response involves the autonomic nervous system, which ordinarily serves to keep our bodies in equilibrium through controlling our metabolism and growth rates.

4. The autonomic nervous system can do its work in two ways:

    a) It can act directly on the circulatory system, liver, stomach, spleen, and large and small intestines, causing each to speed up or slow down.
    b) It can act by stimulating certain of the endocrine glands (pituitary, thyroid, and adrenal), causing them to release their hormones.

5. The chain of events which occurs in the stress response is as follows:

    a) The hypothalamus (portion of the brain) stimulates the autonomic nervous system, directly causing the heart to speed up and the digestive tract to slow down or speed up, and the pituitary gland (master gland of the endocrine system).

    b) The posterior lobe of the pituitary gland releases vasopressin which constricts artery walls and increases blood pressure. The anterior lobe releases ACTH, which stimulates the cortex of the adrenal glands and TSH which stimulates the thyroid gland.

    c) When stimulated by TSH, the thyroid releases thyroxine, which increases metabolism.

    d) ACTH causes the adrenal cortex to release antiinflammatory glucocorticoids which in turn stimulate the pancreas to release glucagon, increasing the level of blood sugar.

    e) When the adrenal medulla is stimulated directly by a nerve, it releases adrenalin and nonadrenalin which equip one for emergency action by stimulating the cardiovascular system (heart rate, blood pressure, oxygen level), and further speeding up metabolism.

Worksheet (self-test)

UNDERSTANDING AND MANAGING STRESS

TYPICAL STRAIN RESPONSES

Our natural physical and psychological response to excess is referred to as strain or stress response. The following 24 items are examples of strain responses. That is, when people are experiencing stress, it is likely that they will respond as described by one or more of these items. In other words, this survey is a measure of how much stress is left over after coping with the original stressful situation.

This instrument is designed to help people become more aware of their strain or stress response patterns. It is not a complete list, by any means, but should provide a point of departure for further investigations.

Please assign a value to each of the following items according to how often it is true of a student's behavior or feelings as follows:

0 = Never
1 = Infrequently
2 = Frequently
3 = Regularly

____ 1. Eat too much
____ 2. Drink too much alcohol
____ 3. Smoke more than usual
____ 4. Feel tense, uptight, fidgety
____ 5. Feel depressed or remorseful
____ 6. Like myself less
____ 7. Have difficulty going to sleep or staying asleep
____ 8. Feel restless and unable to concentrate
____ 9. Have decreased interest in sex
____ 10. Have increased interest in sex
____ 11. Loss of appetite
____ 12. Feel tired/low energy
____ 13. Feel irritable
____ 14. Think about suicide
____ 15. Become less communicative
____ 16. Feel disoriented or overwhelmed
____ 17. Difficulty getting up in the morning
____ 18. Headaches
____ 19. Upset stomach
____ 20. Sweaty and/or trembling hands
____ 21. Shortness of breath and sighing
____ 22. Let things slide
____ 23. Misdirected anger
____ 24. Feel "unhealthy"
____ TOTAL SCORE

If the student's total score is over 30, it might be advisable for him or her to review the sources of stress in their life and attempt to remove some of them. The student may also gain some insights from the pattern of the scores. For example, a student might circle all of the "3" responses and see if they are interrelated.

PERFORMANCE OBJECTIVE 3: The student will evaluate constructive and destructive ways of coping with stress.

SUGGESTED ACTIVITIES

Alcohol and Other Drugs

1. Have students differentiate between the words "constructive" and "destructive." Record their responses on the chalkboard. Once the class agrees on a definition, compile lists of constructive and destructive behaviors. Using these lists, conduct a discussion with the class justifying these behaviors as constructive and/or destructive coping mechanisms. Give examples as to how the same behavior could be classifiable into either category, that is responsible consumption of alcohol, eating, driving a car and so on.

2. Show film Stress (MCPS 6797) and discuss the concept of stress in conjunction with different personalities and life-styles, and the constructive/destructive ways of coping with stress suggested by the film.

3. Generate a list of problems among students that would most likely result in stress. The list may include problems involving dating, college applications, parental pressure, teachers, tests/exams/knowledge of subject, friends, money, social status, and pressure to use drugs. Teacher may want to devise a worksheet or use this list as a basis for class discussion. Have each student list two constructive and two destructive ways of coping with each stress-related situation.

4. Distribute pretest on alcohol use (Worksheet 24). Have students apply results of the test to their own behaviors.

5. Invite a guest speaker from Alcoholics Anonymous to speak to class.

6. Have students complete Worksheet 25 "Drugs and Attitudes" and discuss.

7. Invite a guest speaker from:

   Alcoholism Program
   CARE Center
   Drug Enforcement Administration,
     Public Affairs Staff
   Montgomery County Health Department
   Montgomery County Police Department
   PACT II
   Phoenix Schools (MCPS)
   SADD
   Second Genesis

8. Conduct a class discussion on alcohol/drugs. Us the following questions and statement as a guide:

   (a) What factors influence who will use alcohol/drugs?
   (b) What is the difference between constructive and non-constructive use of alcohol/drugs?
   (c) Have the students describe drinking/drug use patterns as they

develop in many. Include elementary, junior high/middle school, and senior high school drug/alcohol usage.

(d) Describe the different guidelines set forth by parents relating to alcohol/drug use.

(e) What guidelines would you set for your own children?

(f) What are some of the emotional problems that underlie the use of alcohol/drugs?

9. Show one or more of the following films:

Stoned: An Anti-Drug Film (MCPS 8496)
Angel Death (MCPS 7963)
Reading, Writing, and Reefer (MCPS 7564)
Teenage Turnon (MCPS 7833)

(Check latest MCPS Film Catalog Supplement for recent films.)

Show filmstrip from kit The Addictive Personality by Human Relations Media.

10. Discuss personality characteristics related to addictive and self-destructive behaviors. Use the sheet Focus: The Addictive Personality for Background Information.

Eating Disorders

11. Distribute the following handouts to students and review with them:

What Is Anorexia Nervosa?
What Is Bulimia?
Warning Signs for Anorexia and Bulimia.
What Relatives and Friends Can Do.

12. Invite a guest speaker to speak on anorexia, bulimia, and/or obesity. Potential sources:

MAANA Maryland Association for Anorexia Nervosa and Bulimia, Inc.
Eating Disorders Unit Washington Hospital Center
Overeaters Anonymous
Center for Behavioral Medicine

13. Show filmstrip Health Concerns for Today: Anorexia/Bulimia by Marshfilms.

Suicide

14. Show one or more of the following films or filmstrips:

Filmstrips: Who Will Cry for Me? by AVNA Publishing Company
Suicide: Causes and Prevention, 1976, Human Relations Media
Films: Suicide: The Warning Signs (MCPS 8759)
A Family of Winners (MCPS 8756)

15. Read to class portions from the article "Preventing Suicide: Help Your Friends in Need" in Current Consumer and Lifestudies, March 1985, pp. 11-13 (Vol. 9, No.7) or a similar article.

16. Review the warning signs of suicide, and ask students to give examples of each. Discuss what to do if these signs are spotted in a friend or classmate.

17. Invite a school psychologist, HOTLINE worker, clinical therapist, or guidance counselor to class to talk to students about preventing suicide.

18. Discuss with students ways in which peer counseling programs can keep young people from considering suicide. If your school has a peer counseling program, invite one of the organizers to talk about its function, goals, organization, and procedures. Specifically, find out how students are trained to handle suicide threats. If your school does not have a peer counseling program, have students do research on such programs. Interested students may wish to work on establishing a program in their school.

19. Read Ordinary People by Judith Guest. Ask students to explain what insights the book gives into the reasons for teenage suicide.

20. Using the class as a task force, have students research the agencies in Montgomery County that have suicide prevention programs. Suggest that students contact mental health clinics, the HOTLINE, school psychologists, counselors, hospitals, and churches. Have them list information about the services offered and post it in the school.

INSTRUCTIONAL MATERIALS

Book: Guest, Judith. Ordinary People. New York: Ballantine, 1980.

Booklets: About Anorexia Nervosa. South Deerfield, Mass.: Channing L. Bete,1985.
About Bulimia. South Deerfield, Mass.: Channing L. Bete, 1985.

Filmstrips: Alcohol/Drug abuse
The Addictive Personality. Pleasantville, N.Y.: Human Relations Media, n.d.

Suicide
Who Will Cry for Me? Mount Kisco; New York: AVNA Publishing Company, n.d.
Suicide: Causes and Prevention. Pleasantville, N.Y.: Human Relations Media, 1976.

Anorexia/Bulimia
Health Concerns for Today: Anorexia/Bulimia. Shawnee Mission, Kansas: Marshfilms, Inc., n.d.

Films: Alcohol

Stress (MCPS 6797)
Father Martin's Guidelines (MCPS 7732)
And I'm An Alcoholic (MCPS 7736)
All Bottled Up (MCPS 7995)
Trigger Films for Alcohol Education (MCPS 8024)
Comebacker: The Bob Welch Story (MCPS 8064)
Born Drunk: Fetal Alcohol Syndrome (MCPS 8181)
The Family Trap (MCPS 8197)
B.A.C.s of Drinking and Driving (MCPS 8286)
The Last Prom (MCPS 8373)

Other Drugs

Reading, Writing, and Reefer (MCPS 7564)
Teenage Turnon (MCPS 7963)
Angel Death (MCPS 7963)
Stoned: An Anti-Drug Film (MCPS 8496)

Suicide

A Family of Winners (MCPS 8756)
Suicide: The Warning Signs (MCPS 8759)

Worksheet 25

RECOGNIZING SYMPTOMS (Pretest)

School counselors, parents, and others should learn to recognize the symptoms of alcohol abuse among adolescents. One tool to aid in recognizing alcoholic systems among youth was developed by the Youth Information Branch of the Alcoholism Center of Greater Los Angeles. A "yes" answer to two or more of the following questions ought to be a warning that the respondent is on shaky ground. Alcoholism? Possibly. These are some of the early warning signs:

_____ 1. Do you lose time from school due to drinking?

_____ 2. Do you drink because you are shy with other people?

_____ 3. Do you drink to build up your self-confidence?

_____ 4. Do you drink alone?

_____ 5. Is drinking affecting your reputation, and do you care?

_____ 6. Do you drink to escape from study or home worries?

_____ 7. Do you feel guilty after drinking?

_____ 8. Does it bother you if someone says you drink too much?

_____ 9. Do you have to take a drink when you go out on a date?

_____ 10. Do you make out generally better when you have a drink?

_____ 11. Do you get into financial troubles over buying liquor?

_____ 12. Do you feel a sense of power when you drink?

_____ 13. Have you lost friends since you started drinking?

_____ 14. Have you started hanging out with a crowd where the stuff is easy to get?

_____ 15. Do your friends drink less than you do?

_____ 16. Do you drink until the bottle is done?

_____ 17. Have you ever had a complete loss of memory from drinking?

_____ 18. Have you ever been to a hospital or been "busted" (arrested) for drunk driving?

_____ 19. Do you "turn off" to any studies or lectures about drinking?

_____ 20. Do you think you have a problem with liquor?

Worksheet 26

DRUGS AND ATTITUDES

1. What do you think are the most common reasons young adults use drugs?

   Rank on the lines below: low self-esteem, influence of friends, relief from pressure, boredom, rebellion against authority, and pleasurable feeling from drugs.

   Most common reason _____

   _____

   _____

   _____

   _____

   _____ Least common reason

2. If a law were proposed making all drugs legal for anyone who wanted to use them, how would you vote?

   _____ Vote to make all drugs legal for everyone.

   _____ Vote to make all drugs legal for people over 21.

   _____ Vote to make marijuana legal but to restrict other drugs.

   _____ Vote to make all drugs illegal.

   _____ Other: _____

3. If you were at a party and you knew drugs were being used, what would you do?

   _____ Leave immediately.

   _____ Stay at the party but not use drugs.

   _____ Refuse drugs and try to tell the others they are wrong.

   _____ Try the drug just once out of curiosity.

   _____ Go along with the crowd, doing whatever they do.

   _____ Other: _____

4. How do you think the drug problem in this country should be handled?

   _____

   _____

Background Information

Focus: The Addictive Personality

In the Washington Post, June 30, 1982, there appeared an intriguing article on new theories about the addictive personality. According to Don Oldenburg, persons most apt to develop addictive behavior are the following:

- Impulsive
- Risk-takers
- Outgoing and sociable but superficial in interpersonal relationships
- Full of energy (have high activity levels)
- Usually people who make a good first impression
- See themselves as leading unsuccessful lives
- Often look for excitement and high stimulation
- Have problems with authority
- Often feel empty and meaningless

He lists some indicators of addiction as:

- A conscious desire to stop or cut back the behavior with unsuccessful attempts
- General development of health problems caused by the behavior, but still an inability to quit
- Satisfaction coming only with increase of behavior
- Interruption of normal life-style
- Withdrawal symptoms, sometimes as slight as irritability and sometimes as severe as serious illness, following further attempts to stop.

Since 1982, research results have begun to show that there may indeed be a physiological basis for alcohol addiction, opiate addiction, and perhaps other addictions. Some persons just react differently physically to certain chemicals than do other persons.

Many people reading these results have felt relieved, believing themselves not to be at risk for addiction. It is important to realize that:

- Anyone taking a potentially addictive substance in large enough quantitives for a long enough time will amost certainly become addicted.

- A person who "handles his liquor" or other drug well is perhaps at greatest risk.

- Those who get sick or feel funny tend to limit their intake; those who can take large amounts often continue to addiction, feeling they're "safe."

- At present, there is no accurate way of determining which persons have the greatest potential for addiction.

It is known, however, that biological children of alcoholic parents stand a high risk of becoming alcoholic, even though reared by nonalcoholic adoptive parents. Many authorities now advise children and other close relatives of alcoholic or other addicted persons, as well as close relatives of persons suffering from depression, to limit sharply their intake of all potentially addictive substances.

Perhaps students should also so advise persons who have high energy levels and who like to take risks. Or might not the best way be for all individuals to realize that as human beings, they could become addicted--and to govern their behavior accordingly?

Background Information

SUICIDE

Suicide is the final escape from emotional pain. It is also the final escape from joy and from any sense of accomplishment at having overcome difficulties.

Although some people commit suicide because of physical pain, the vast majority of suicide attempters and completers are expressing unmet emotional needs or an inability to cope. Unlike the other escape mechanisms already mentioned, there is very little that is therapeutic about suicide, with the possible exception of the attempted suicides that are really a cry for help.

Suicide results when an individual finally gives up attempting to cope with life. This may mean the individual has given up trying to satisfy personal human needs or attempting to change a negative self-concept.

Emile Durkheim, the nineteenth century pioneer in the study of suicide, related it very closly to the pressures that society and a person's view of his role in that society place on the individual. Durkheim's theory that young marrieds are more prone to suicide because of the great pressures placed on both the husband and wife has been borne out by studies. Other studies have shown that many teenagers marry early to seek escape from an intolerable home life. The added stress of marriage on top of their unresolved emotional problems makes these young people especially suicide prone.

Today, the average suicidal person is still a middle age, depressed male under emotional stress and generally living alone. But the increase in youthful suicide during the last decade has been very marked.

"If I die, then my parents will feel sorry" is one of the most common motivations behind youthful suicide. The child, who has not had emotional needs fulfilled and seems to lack any way of satisfying them, escapes the resultant emotional pain and strikes out at the parents who the child may well feel have denied the required emotional support. Thus, suicide may be an expression of repressed hostility.

Suicide prevention centers were set up across the country during the 1960's to deal with this serious social-emotional problem. Recognizing that psychologically damaged persons will not always realize the source of their emotional pain or what to do about it, short of suicide, these centers are expanding into the community to find the people who are heading toward death. After ten years' experience, the clinics began to use volunteers from all walks of life to counsel suicidal individuals because of an awareness that what people need most is human contact, concern, and support to show them that their situation is not hopeless.

More specialized and intensive treatment is needed in dealing with suicidal youth who are under the added strain of puberty and peer group pressure and are faced with problems of dependence and independence in relation to their parents.

Some of the recent studies on youthful suicide indicate:

- One-third of all suicidal students had suffered the loss of one parent.
- Puberty increases the stress on the personality for both males and females by adding the problems of sex role and identity to self-concept and sex

role conflict. This could lead to self-destructive behavior.

- Most adolescents that commit suicide are isolated from their peer group and are generally withdrawn individuals who lack meaningful relationships, although there are many exceptions to this.
- Almost all adolescent suicides signal their intent either verbally or nonverbally, perhaps by giving away their prized possessions or showing erratic shifts in behavior, loss of appetite, and/or apathy.
- In 1985, experts began to report that students performing exceptionally well academically and those experiencing failure seem to be at especially high risk for suicide.

Background Information

WHAT IS ANOREXIA NERVOSA

Anorexia nervosa is a serious, life-threatening disorder of deliberate self-starvation with wide-ranging physical and emotional components. The term anorexia nervosa is a misnomer, as it means lack of appetite due to nerves. In actuality, the reverse is true. The person becomes obessed with food, weight, counting calories, and vigorous exercise. Because of possible emotional problems, the person denies this hunger and does not eat. Some of the emotional and physical signs are the following:

* 20-25% loss of body weight
* Depression
* Loss of hair
* Growth of body hair (lanugo)
* Loss of menstrual period
* Distorted body emage
* Low pulse rate
* Extreme sensitivity to cold temperatures
* Intense fear of becoming fat which doesn't lessen as weight loss progresses
* Compulsive exercising
* Isolation from family and friends
* Weighing frequently
* Perfectionistc attitude
* Collects recipes and likes to cook/bake
* Cuts food into small pieces and plays with food
* Wears baggy clothing or layers of clothing
* Spends lots of time doing schoolwork
* Nervous at mealtime
* Tearful, uptight, overly sensitive, restless
* Cleans compulsively

WHAT IS BULIMIA

Recurrent episodes of binge eating followed by self-induced vomiting or purging by laxatives and/or diuretics.

* Fear of inability to stop eating voluntarily
* Frequent self-induced vomiting
* Menstrual irregularities
* Swollen glands
* Weight fluctuations due to alternate gorging and fasting
* Secretive behavior, inconspicuous binge eating
* Puffiness around face below cheeks
* Weakness, headaches, fatigue, depression
* Bursting blood vessels in the eyes
* Severe enamel erosion; tooth decay
* Damage to esophagus, sometimes causing pain and/or internal bleeding
* Perfectionistic attitude, particularly as to physical appearance
* Excessive use of laxatives or diuretics
* Repeated attempts to reduce weight by excessive measures
* Petty stealing of money to buy food for binges

WARNING SIGNS FOR ANOREXIA AND BULIMIA

* Making excuses during lunch period about not eating
* Dissatisfied with weight in spite of excessive weight loss
* Going to the restroom a lot, especially after meals
* Wearing layers of clothing; always cold
* Loss of scalp hair
* Red knuckles from forced vomiting; smell of vomit in restroom
* Lack of concentration; fuzzy and incoherent thinking
* Complaining about dizziness and possibly experiencing fainting spells
* Seeming angry, uptight, crying more easily
* Buying large amounts of food that disappear quickly
* Looking thinner and continuing to lose weight
* Sudden onset of severe tooth decay
* Discussing "dieting," "calories," "weight," and "exercise" a great deal
* Using laxatives, diuretics, diet pills; complaints of constipation
* Spending more time alone; less time with friends and family
* Cutting up food in tiny pieces; playing with food on plate
* Collecting recipes
* Eagerness to cook and bake for family
* Petty stealing of money to buy food for binges

WHAT RELATIVES AND FRIENDS CAN DO

National publicity and increasing awareness of the devasting effects of anorexia nervosa and bulimia have shown that the problem of eating disorders is much greater that can be imagined.

There <u>are</u> certain things you as a friend or relative can do if you suspect someone has anorexia nervosa or bulimia:

1. Tell the persons you are concerned. Remember to let them know that you are scared that you care, and you would like to help. This will put them less on the defensive.
2. <u>Do not</u> discuss weight, the number of calories being consumed, or particular eating habits. <u>Do not</u> focus on looks or how one "ought to" eat or look. Try to discuss <u>other</u> things besides food, weight, counting calories, and exercise. Try to discuss their feelings.
3. Encourage these persons to talk to parents, a parent's friend, a teacher, a school nurse, or a counselor. If the person refuses or becomes angry, try helping him or her to reach out to one person he or she feels close to. Perhaps <u>you</u> can talk to an adult who will try to talk to this person.
4. <u>Do not</u> say "you look terribly thin" or "you look gaunt" or "you're too skinny." Individuals suffering from anorexia will only interpret this as a compliment. They want not only to be thin but also to become thinner and the thinnest.
5. <u>Do not</u> comment or compliment these persons on any weight gain you may notice. "You look good" or "you look healthy" are things you may want to say. They will then interpret this as "Oh my gosh, I must be fat."
6. Try to remember that these persons do not feel accomplished in any other way than by losing weight. They do not have any other <u>goals</u> right now besides becoming thinner.

7. There is only so much a friend or family member can do and this is frustrating when they care about someone. These people should not try to make the anorexic eat. It won't work nor help. Friends not be able to "make" this person well or handle all this responsibility alone.
8. Explain your concern to the school nurse or to a guidance counselor. Ask the nurse or counselor to try to get professional medical help for your friend. Don't hesitate: You may be saving your friend's life!

PERFORMANCE OBJECTIVE 4: The student will examine resources available to help in dealing with stress-producing and stress-related problems.

SUGGESTED ACTIVITIES

1. Show filmstrip Managing Stress, Anxiety, and Frustration, 1981, Human Relations Media, and/or Teenage Stress, n.d., Barr Sound Filmstrips. Use accompanying guides to conduct a discussion.

2. Show filmstrip Decision Making: Dealing with Crisis, 1975, Center for the Hummities. Utilizing the guide accompanying the kit, conduct a class discussion on the topic.

3. Using format provided, have the students gather information regarding stress-producing and stress-related problems. Encourage use of the IMC or other libraries, as well as community agencies.

4. Using format provided, have the class divide into groups to research various stressful situations. The class may determine a list to suit their interests, or teachers may use their own list which may include alcohol abuse, other drug abuse, death of a loved one, suicide, aging, eating disorders, and physical handicaps. This activity follows Activity 3 in this section very well.

RESEARCH

The purpose of this search is to collect information to help a friend of yours who has a problem in one of the following areas. Your motivation is to find as much information as you can that would help this person in choosing an effective course of action that would not be self-destructive.

Using four out of seven of the following resources: magazines, reference books, newspaper articles (microfiche), pamphlets, nonprint items, filmstrips, slides, interviews, books (nonreference), and computer data base, research one of the following problem areas:

1. Alcohol Abuse--You have a friend who has a serious alcohol problem and you fear he may be an alcoholic.
2. Death--You have a friend facing death; her younger sister is dying of cancer.
3. Suicide--You have a friend contemplating suicide.
4. Drug Abuse--You have a friend with a serious drug abuse problem.
5. Aging--You have grandparents who are contemplating moving to a nursing home instead of staying in their own home or moving in with you.
6. Eating Disorder--You have a friend whom you believe is bulimic.
7. Physical Handicap--You have a friend facing a physical handicap.

The information you collect should answer the following questions:

1. Why is this a concern?
2. What are some facts about this condition?
3. What are the causes or origins of this problem or condition?
4. What is the impact on the individual, immediate social group, and society?
5. What are some suggested ways of coping with or managing the problem that are not self-destructive?

PRESENTATION

Your research is to be presented in the following format:

A. Use 5 X 8 cards as provided (one card per source)

B. Use the following format:

LIBRARY REFERENCE

Name _____ Period _____ Class _____

Topic: Drug Abuse, Alcohol Abuse, Death, etc.

Title:

Source: Name of Magazine, Book, Kit, Author, Volume, Date, pp., etc.

Summary of Content: (Be clear and concise)

Reaction: (I think, I felt, I liked, I didn't like)

Signature: (Yours) Date:

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Worksheet 27

In addition to your library search, what community resources are available to your friend? Find information about at least two community agencies that are available for treating, coping, or offering support for this problem. A phone call by you to the agency is required. It is important for you to think of the questions you want to ask before you call. Record information from your phone call on a 5 X 8 card as described in the following form:

COMMUNITY AGENCY

Name: _____Period _____ Class _____

Name of Organization:

Address:

Telephone:

Hours:

Service Offered: (Brief description and report of conversation with the agency personnel)

Fees:

Personal reaction to services and their manner of presentation: (Were they helpful? How?)

Signature: Yours Date call was made:

PERSONAL INTERVIEW

Name: _____Period _____ Class _____

Topic: _____

Name of person interviewed _____ Date_____

Interview Questions:

Summary of Content of Interview:

Reaction: (I think, I feel, I noticed, I was surprised, what behaviors were self-constructive rather than self-destructive)

Signature _____ Date _____

GROUP PROJECT

Using the resources and talents of your group members, develop, execute, and evaluate an activity to help inform the other members of your class about the topic you have chosen. Your group must include as one resource the information gathered or collected by making a visit to a community agency.

Groups will be given one class period for their presentation:

Prep time	5 minutes
Presentation	40 minutes
Evaluation	10 minutes

The information presented to the class must focus on answers to the following questions:

1. Why is this a concern?
2. What are some facts about this condition?
3. What are the causes or origins of this problem or condition?
4. What is the impact on the individual, immediate social group, and society?
5. What are some suggested ways of coping or managing the problem that are not self-destructive?

PRESENTATION

Groups are not to present their information by reading written reports. You are to be creative in your presentation of this material.

Presentations might include skits, slides, tape presentation, pretest of class (self-assessment quiz), TV show format with commercials (soap opera, quiz game, situation comedy), music (to set mood), poetry, and so on.

5. Show one of the following films dealing with various physical disabilities:

A Day in the Life of Bonnie Consuelo (MCPS 6772)
Leo Beurman (MCPS 5210)
Walk Awhile In My Shoes (MCPS 7580)
It's OK to be Deaf, Denise (MCPS 7183)
Lisa Pay Attention (MCPS 7110)
That's My Name Don't Wear It Out (MCPS 7050)
Blind Sunday (MCPS 7479)
Matter of Inconvenience (MCPS 7500)
Sara Has Down's Syndrome (MCPS 7415)

Conduct a class discussion around the characters in the movie, how they have learned to cope with their physical disabilities, and how the significant others in their lives are affected.

INSTRUCTIONAL MATERIALS

Films: Physical Handicaps

Leo Beurman (MCPS 5210)
A Day in the Life of Bonnie Consolo (MCPS 6772)
That's My Name, Don't Wear It Out (MCPS 7050)

Lisa, Pay Attention (MCPS 7110)
It's OK to be Deaf, Denise (MCPS 7183)
Sara Has Down's Syndrome (MCPS 7415)
Blind Sunday (MCPS 7479)
A Matter of Inconvenience (MCPS 7500)
Walk Awhile in My Shoes (MCPS 7580)

Filmstrips: Stress
Managing Stress, Anxiety and Frustration, Pleasantville, N.Y.: Human Relations Media, 1981.
Teenage Stress, Pasadena, Calif.: Barr Sound, n.d.

Decision-making
Decision-Making: Dealing with Crisis, White Plains, N.Y.: Center for Humanities, Inc., 1975.

PERFORMANCE OBJECTIVE 5: The student will identify alternatives to self-destructive behaviors.

SUGGESTED ACTIVITIES

1. Distribute Worksheet 28 Two Dozen Things I Love To Do to each student. Instruct the students to complete the left-hand column by listing things they enjoy doing. After the list has been completed, have them complete the rest of the columns in the following manner:

Columns which don't apply are to be left blank.

Column 1 ($)--Place a "$" in this column if the activity costs more than $10.00 each time it is done.
Column 2(A/P)--Place an "A" in the column if this activity is done most of the time alone or a "P" if this is most often done with other people.
Column 3 (3)--Place a "3" in this column if you would not have listed this activity three years ago.
Column 4 (R)--Place an "R" in this column if this activity is generally considered to be risky.
Column 5 (F/M)--Place an "F" if your father would have done this when he was your age and an "M" if your mother would have done this when she was your age.
Column 6 (U)--Place a "U" in this column if you think this activity is unique.
Column 7 (✓)--Place a ✓ in the columns if corresponding to the five most important among the 24 items.
Column 8 (P)--Place a "P" in this column if you usually receive praise for doing this.
Column 9 (52)--Place a "52" in this column if you do this at least once a week. (Note: Seasonal things such as skiing can be noted if done once a week in season.)
Column 10 (H/U)--Place an "H" in this column if you feel this activity is generally healthy (physically and/or emotionally) and a "U" if it's generally unhealthy.
Column 11 (date)--Place the date when you last did this activity (just indicate month and year.)
Column 12 (D)--Place a "D" in this column if the activity is drug related.

Have the students analyze their lists and write a paper noting the patterns of behavior by using the columns to the right. For example, a student who has placed a $ in 21 of 24 activities might note that it takes a lot of money for him or her to enjoy life. A student might note that in column 5 (F/M) he or she has only one or two notations. He or she could conclude that he or she had little in common with his or her parents. Similarly, a student who has placed no "D's" in the last column might recognize that there are many constructive activities that he or she enjoys and that drugs are not an important part of his or her life.

2. Have each student bring to class a section of a local newspaper dealing with activities available for the coming weekend (e.g. "Weekend" section of Washington Post). Have each student write down on paper all the activities they can locate that are available for them in the metropolitan area. The teacher may want to set a price limitation on the activities (i.e., all activities must be less than $8.00, not including gasoline). Have the class form small groups to develop common lists. As a class, list the best or most common ideas on the board. Conduct a discussion as to why many people feel bored or as if there is "nothing to do," when there is such a great variety of activities in varying price ranges available to them.

   The teacher may suggest that the class could publish this list and put it on a school bulletin board or in the school newspaper or have it read over the public address system.

INSTRUCTIONAL MATERIALS

Washington Post "Weekend" section, or similar section from another metropolitan newspaper

Worksheets

Worksheet 28

TWO DOZEN THINGS I LOVE TO DO

	$	A-P	3	R	F/M	U		P	52	H-U	Date	D
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												
18.												
19.												
20.												
21.												
22.												
23.												
24.												

KEY to Worksheet 28

$--Cost more than $10.00

A-P--Alone or with People

3--Not on list 3 years ago

R--Risk

F/M--Father Mother

U--Unique

✓--5 most important

P--Praise

52--Every week

H-U--Healthy, Unhealthy

Date--Last time you did it

D--Drugs

Background Information

A VARIETY OF IDEAS FOR RESPONDING TO STRESS

Characteristics of Effective Stress Managers

1. Self-knowledge--Strengths/Skills/Liabilities
2. Varied Interests--Many Sources of Satisfaction
3. Variety of Reactions to Stress-Repertoire of Responses
4. Acknowledges and Accepts Individual Differences
5. Active and Productive

Frequently, persons hope for a list of simple suggestions they can follow to reduce the stress in their lives or cope with it better. Unfortunately, there aren't any simple answers. Each person is unique and what works well for one person may not help someone else at all!

The list of ideas which follows has been compiled from a variety of sources--books, articles, and workshops on stress. Each idea has worked well for someone somewhere. Some of them, at least, will work well for you too. Add to the list wherever you can.

I. ABOUT STRESS

- A. Understand what stress is and what it can do.
- B. Identify your major sources of stress.
- C. Anticipate stressful periods and plan for them.
- D. Practice a variety of stress management techniques--develop a repertoire.
- E. Learn to identify the opportunities for personal growth inherent in major sources of stress.
- F. Find the level of stress that's best for you.

II. PROBLEM SOLVING

- A. Define your problem specifically--get beyond symptoms. Break it into manageable pieces.
- B. Gather sufficient information about the problem to put it in perspective.
- C. Understand why it is a problem for you.
- D. Review your past experience with this or similar problems.
- E. Develop and evaluate a set of alternative courses of action.
- F. Select a course of action and go with it!

III. FEELINGS

- A. Know the difference between your thoughts and your feelings.
- B. Don't sit on feelings. Express them to yourself and to others.
- C. Learn to be flexible and adaptive.
- D. Do an honest appraisal of your "flat sides."
- E. Feelings are facts.

IV. BEHAVIORAL SKILLS

A. Do not use the word "can't" when you really mean "won't" (e.g., "I can't stop smoking.")
B. Do not lead a "should" life.
C. Use wasted or "dead" time productively.
D. Be assertive; stand up for your rights.
E. Manage conflicts openly and directly.
F. Use "I" statements; avoid placing blame.
G. Give positive feedback to others.
H. Learn to say "No."
I. Deal with problems right away, when they're small, and not later when they're larger.
J. Test your expectations, avoiding both the grandiose and the catastrophic.
K. Learn to let go of situations and take breaks.

V. RELATIONSHIPS

A. Ask for direct help and be open to it when you get it.
B. Develop empathy for others.
C. Make an honest assessment of your needs for support and your present satisfaction with the support you receive.
D. List six people you would like to have a better relationship with and identify one action step you will take to improve each relationship.
E. Rid yourself of dead or "toxic" relationships.
F. Maintain high quality relationships both on and off the job.
G. Tell the members of your support network that you value them.

VI. LIFE-STYLE

A. Engage in some regular form of vigorous exercise.
B. Engage in some regular form of stretching exercise.
C. Engage in some regular form of recreational exercise.
D. Engage in some regular form of systematic relaxation.
E. Use alcohol in moderation or not at all. (Note: Use of alcohol is illegal in Maryland for any person under 21.)
F. Do not use tobacco.
G. Regularly get sufficient rest.
H. Maintain recommended weight.
I. Eat a balanced diet.
J. Avoid caffeine.
K. Avoid junk food and other foods high in sugar, salt, white flour, saturated fats, and chemicals.
L. Plan well your use of time, both on a daily and a long-term basis.
M. Seek out variety and change of pace.
N. Take total responsibility for your lot in life--stop being a victim.
O. Maintain an optimistic bias.
P. Find a good physician, establish a physiological base line, and plan for improving your wellness.
Q. Don't get hassled by small stuff.

VII. SPIRITUAL

A. It's all small stuff!
B. Engage in prayer or meditation regularly.
C. Find your sense of purpose and direction.
D. Seek spiritual guidance.
E. Learn to transcend situations.
F. Believe in yourself.
G. Increase your awareness of the interrelatedness of all things.

VIII. MAKING CHANGES

A. Plan to succeed.
B. Establish a one-step-at-a-time project attitude.
C. Make projects small and manageable.
D. Practice changes rigorously for 21 days and then decide whether or not to incorporate them or reject them.
E. Celebrate successes--reward yourself.

IX. AND KEEP ON BREATHING!

PERFORMANCE OBJECTIVE 6: The student will identify and apply the components of the decision-making process.

SUGGESTED ACTIVITIES

1. Through inductive teaching technique, extract from the class the steps of the decision-making process. (For example: Present a hypothetical problem that needs to be solved, and ask the class what might be the first action they would take.) List on the chalkboard each step as it is given by the students.

   Steps are the following:

   a) Define the problem
   b) Gather information about the problem
   c) Generate a list of all possible alternatives
   d) List the pros and cons of each alternative
   e) Select the alternative for which the most success is predicted
   f) Act on the selected alternative
   g) Evaluate the outcome

2. Give the students the following three problems or create your own:

   a) Away for the Weekend

   Your parents are going away for the weekend. They give you strict instructions not to have anyone in the house while they are gone, because last weekend there was a wild teenage party in the neighborhood while the parents were away. Shortly after your parents leave, a friend calls to remind you that you'd promised to have everyone over if your parents ever went away. (Just two weeks ago, you went to a party with no adults present and there were no problems.)

   b) All Night Party

   Your closest friends have invited you to join them tonight for an all night party where drugs will be readily available. Tomorrow is a school day on which your biology project is due. Although the bulk of the

project is completed, you personally feel that you could use one more night to refine. Your teacher said that if it is handed in late it will be lowered a letter grade.

c). The Odd Couple

Your best friend and her boyfriend have been dating for the past year. They frequently are involved in major arguments/altercations. On some occasions, you've even noticed signs of physical abuse, such as bruises. Your friend surprises you with the news that upon graduation (in another month) they plan to be married.

Distribute Worksheet 29 Decision-making. First instruct the students to complete the worksheet individually, and then divide them into small groups where they will discuss their interpretations and decisions. The outcome cannot be evaluated in a hypothetical situation.

3. Filmstrips a) Show filmstrip: Effective Thinking: Ways of Problem Solving, White Plains, N.Y.: Center for Humanities, 10603. Using the teacher's guide, conduct a class discussion on the topic.

b) Show filmstrip Hard Choices: Strategies for Decision Making, White Plains, N.Y.: Center for Humanities. Using the teacher's guide, conduct a class discussion on the topic.

INSTRUCTIONAL MATERIALS

Filmstrips: Effective Thinking: Ways of Problem Solving, White Plains, N.Y.: Center for Humanities, Inc., n.d,

Hard Choices: Strategies for Decision Making, White Plains, N.Y.: Center of Humanities, Inc., n.d.

Worksheet

Worksheet 29

DECISION MAKING

1. Define Problem

2. Gather Information

3. Generate Alternatives

4. List Pros and Cons of Alternatives	Pros	Cons
Alternative (a)	1. 2. 3.	
Alternative (b)	1. 2. 3.	
Alternative (c)	1. 2. 3.	

5. Select the best Alternative

PERFORMANCE OBJECTIVE 7: The student will establish goals which promote constructive behavior.

SUGGESTED ACTIVITIES

1. Conduct a discussion on effective ways to manage stress. (See Background Information previously given, and refer to John Adams, Improving Stress Management, (La Jolla, Calif.: University Associates, 1978), and H. Benson's, The Relaxation Response, (New York: Wm. Morrow and Co., 1975.)

2. Have students complete Worksheet 29 Sources of Stress/Support in My Life. In the left-hand column, have the student make a list of people, places, or things that cause him or her stress. In the right-hand column, have the student make a list of people, places, or things that are supportive of him or her. As in a matching exercise, instruct the student to place the letters from Column B beside any items in Column A for which they might be a help. (For example: Money problems may be the stressor from Column A. A job and/or an allowance which are listed as a support in Column B, may help deal with the financial stress). After matching all possible items have the students circle those items in Column A for which they have no support.

   Divide the class into groups of four to five. Encourage the members of each group to propose ways of getting support for some of the circled items with which students might want help. Students share with the group only those items for which they wish suggestions. Discuss with entire class the idea of a "support group."

3. Time Cover Story. Ask the students to visualize what they could be like in 10 years or more if they could reach their full potential. Give each student an old copy of Time magazine. Instruct the students to write a self-description as if it were a Time cover story in good journalistic form and to develop a creative cover layout, complete with headline and future date. Encourage students to share their stories with the class or in small groups. The teacher may want to use the assignments as a bulletin board display. This activity may be a class or homework assignment.

4. In Defense of Your Goals
   Have the students make a list of four long-range goals they would like to achieve. These could include academic, occupational, social, economic, or any other personal goals. Have students place an asterisk (*) in front of the two goals they consider to be most important. Next, have the students imagine themselves in the position of having to petition a panel of judges for the right to pursue one of the two goals that they've started. In preparing a case, have each student consider the following questions:

   a) What arguments can you use to convince the judges that the goal you have selected is worth pursuing?
   b) How much time is necessary to realize the goal?
   c) Who will benefit...you personally, one segment of society, humankind as a whole?
   d) Why do you feel that you have the necessary potential to fulfill this goal?

Explain to the students that as they prepare their cases, they should keep in mind that the judges will base their decision on the thoroughness of the of the presentation of all the factors involved in each case.

Instruct the students to write out their petitions for presentation to the panel of judges.

6. Complete Worksheet 30 Make a Change.

7. Short-term Goal Setting
Conduct a class discussion on the concept of realistic, constructive goals. Distinguish between realistic and unrealistic short-term goals by citing examples:

Unrealistic: Losing 30 pounds in four weeks
Realistic: Losing 10 pounds in four weeks
Unrealistic: Raising algebra grade from an "E" to "A" in one marking period
Realistic: Raising algebra grade by one or two letters in one marking period

Instruct the class in how to break down a goal into several manageable steps. As an example, if a student wants to lessen the number of arguments he has with a younger sister, a first step might be to pay close attention to his behavior when he is around her. He could count the amount of arguments he has with her and note the surrounding circumstances. At the end of the first week, he can look back on his "inventory" and see any patterns that have developed. The next week he could talk to her when she does anything annoying to him and explain his feelings, using I messages learned in Unit I. The third week he could ask her to explain herself and her behaviors toward him. The fourth week, he might try to discuss with her some problems they have in common and suggest some constructive activity that they could do together. They might consider a reward for their improvement, such as a trip to an ice cream parlor.

Next, distribute Short-Term Goals Worksheet 31. Have each student write a goal that could be achieved within four weeks. Then the goal should be broken down into four realistic parts and dates when each part will be achieved written in the right-hand column. As a final step, have each student select two support persons in the class, perhaps with similar goals, and one other support person outside of class. These three people should sign their names on the blanks provided after having read the goal being sought by the student. Allow time each week for support group meetings in the weeks following this lesson in order to keep the students on the target of reaching their goals.

INSTRUCTIONAL MATERIALS

Books: Adams, John. Improving Stress Management, LaJolla, Calif.: University Association, 1978.
Benson, H. The Relaxation Response, New York: Wm. Morrow and Co., 1975.

Pamphlet: Gelb, Lenore. Just Say No! Washington, D.C.: National Institute on Drug Abuse, 1984.

Worksheets

Worksheet 30

SOURCES OF STRESS AND SUPPORT IN MY LIFE

Column A Sources of Stress (people, places, things)	Column B Sources of Support (people, places, things)
1.	A.
2.	B.
3.	C.
4.	D.
5.	C.
6.	D.
7.	E.
8.	F.
9.	G.
10.	H.

Worksheet 31

MAKE A CHANGE!

Just for a week, make a minor change in your life style--break a bad habit, start a good one, or simply try something different. Before you make the change, record your feelings in the first column of the checklist below. Complete the second column on the day after you make the change, and complete the third column at the end of the week. There are no "right" answers, only your own honest reactions.

The change I have decided to make : _____

_____

QUESTIONS	First Day			Second Day			End of Week		
1. How difficult a change is this?	Very [ ]	Somewhat [ ]	Not [ ]	Very [ ]	Somewhat [ ]	Not [ ]	Very [ ]	Somewhat [ ]	Not [ ]
2. How do I feel about making the change?	Not Good [ ]	Mixed [ ]	Good [ ]	Not Good [ ]	Mixed [ ]	Good [ ]	Not Good [ ]	Mixed [ ]	Good [ ]
3. Does my making this change affect the people around me in any way?	Not at all [ ]	Yes [ ]	Greatly [ ]	Not at all [ ]	Yes [ ]	Greatly [ ]	Not at all [ ]	Yes [ ]	Greatly [ ]
4. Can this change bring me closer to being the kind of person I'd like to be?	No [ ]	Not sure [ ]	Yes [ ]	No [ ]	Not sure [ ]	Yes [ ]	No [ ]	Not sure [ ]	Yes [ ]
5. Would I consider making this a permanent change?	No [ ]	Possibly [ ]	Yes [ ]	No [ ]	Possibly [ ]	Yes [ ]	No [ ]	Possibly [ ]	Yes [ ]
6. OTHER COMMENTS									

On the back of this sheet, describe anything you have learned about your ability to adapt to change.

Worksheet 32

SHORT-TERM GOAL

To achieve this goal I will:	By:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

My support persons are:

_____

_____

_____

_____

_____

SAMPLE UNIT ASSESSMENT MEASURE

Use the research project and group presentations as the basis for unit assessment.

Resources

Speaker Sources:

Drug and Alcohol Abuse

Second Genesis
14701 Avery Road
Rockville, Maryland 20853
424-8500

PACT Programs
Montg. Cty. Health Dept.
11141 Georgia Ave. Suite 501
Wheaton, Maryland 20902
946-6844

Alcoholism Program
Montg. Cty. Health Dept.
751 Twinbrook Parkway
Rockville, Maryland 20851
279-1255

Seneca House
13025 Riley's Lock Road
Poolesville, Maryland 20837
948-2412

Melwood Farm
P.O. Box 182
Olney, Maryland 20832
924-5000

Alcoholics Anonymous
4530 Connecticut Ave. N.W.
Rm. 107
Washington, D.C. 20008

Al-Anon Family Groups
Alateen
(202) 347-8901

Phoenix I Program (MCPS)
11721 Kemp Mill Road
Silver Spring, Maryland 20902
649-3460

Worksheets

Montg. Cty. Police
Community Relations Section
2350 Research Blvd.
Rockville, Maryland 20850
840-2575

Phoenix II Program
Hadley Complex
19810 Laytonsville Road
Gaithersburg, Maryland 20877
963-0055

Drug Enforcement Administration
Public Affairs Staff
1405 I Street
Washington, D.C. 20537

CARE Center
(Community Awareness Resource Exchange)
401 Fleet Street
Rockville, Maryland 20850
279-1555

Students Against Drunk Driving (S.A.D.D.)
Local high schools, or call the CARE Center, 279-1555

Eating Disorders

MAANA (Maryland Assoc. for Anorexia Nervosa and Bulimia, Inc.)
222 Gateswood Raod
Lutherville, Maryland 21093

Eating Disorders Unit
Washington Hospital Center
110 Irving Street N.W.
Washington, D.C. 20010

Overeaters Anonymous
6828 Commerce
Springfield, Virginia
541-8855

INSTRUCTIONAL OBJECTIVE 5: The student will explain various perceptions of drug abuse, its scope, and its relationship to other social problems and social change.

PERFORMANCE OBJECTIVE 1: The student will define drug abuse.

SUGGESTED ACTIVITIES

1. Divide class into groups of three or four. Ask each group to develop a definition for the term "drug abuse." Have each group share its definition with the class. List on board or newsprint the criteria included in each group's definition. Discuss the common elements in the definitions and the differences.

2. Have each student bring to class five different definitions of drug abuse. Students may use dictionaries, health texts, pamphlets, articles, friends, other teachers, or other resources to find the definitions. Share the definitions in class.

3. After discussion of definitions (see 1 and 2 above), develop a working definition for use in the class.

4. Assign Worksheet 33 Is This Drug Abuse? Go over students' answers and discuss their reasons during the next class period.

INSTRUCTIONAL MATERIALS

Worksheet Is This Drug Abuse?

Worksheet 33

IS THIS DRUG ABUSE?

Mark each situation as "Drug Abuse" or "Not Drug Abuse." Be sure to think carefully. Be ready to defend your position in class discussion.

SITUATION	Drug Abuse	Not Drug Abuse
1. Albert smokes a joint before coming to school each day.		
2. Engelbert never gets drunk during the school week, but gets drunk regularly every Saturday night.		
3. Alberta's doctor prescribed pills to be taken one every four hours. They made Alberta feel better, so she decided to take two pills every four hours instead.		
4. Alcohol makes Engelberta sick, but she drinks anyway so that her friends won't call her "chicken."		
5. Marvella takes anthihistamines for her allergies. She's sure it's OK to drink at the same time, since she's over 21.		
6. Marvin never drinks whiskey, but drinks a 6-pack of beer every day.		
7. Jimmy knows smoking is bad for the lungs, so he dips snuff instead. His gum is getting sore, some of his teeth are loose.		
8. Jeanine parties on weekends, usually drinking three or four beers and sharing a few joints. She always drives home afterward and hasn't had an accident yet.		
9. Raoul smokes loveboat (PCP).		
10. Ramona snorts cocaine.		
11. Marla smokes pot whenever she babysits.		
12. Randy likes to see how many beers he can drink before passing out.		
13. Philbert can't remember what happened last Saturday night at the party.		
14. Jim has to have a drink before starting out the day.		
15. Mrs. Elmtree smokes three packs of cigarettes a day.		
16. Mr. Elmtree smokes one pack a day.		

Handout

What Do You Know?
(General Drug Information)

Type	Examples	Effects	Dependence† Physical	Dependence† Psychological
Stimulants	amphetamines, caffeine, cocaine	euphoria, paranoia, agitation, insomnia, convulsions, coma, death, suppression of hunger, hallucinations, psychosis, chest pain, respiratory failure,* perforated nasal septum* *(cocaine only)	Yes	Yes
Depressants	barbiturates, alcohol, opiates (opium, morphine, codeine, heroin) Quaalude	Relaxation, sleep, anesthesia, coma, death. Opiates cause constipation and suppress coughs. Alcohol also causes brain and liver damage. Alcohol intake by either parent around time of conception or by mother during pregnancy may harm fetus severely.	Yes	Yes
	PCP (Phencyclidine)	Same as general depressants with the addition of hallucinogen-type effects. Possible long-term insanity.	Yes	Yes
Hallucinogens	LSD, mescaline, psilocybin, DMT (Dimethyltryptamine)	Hallucinations, sensory disruption, possible recurrences, possible panic or paranoia, possible long-term insanity.	No†	Yes
Marijuana	hashish (resin from the plant)	Sensory disruption, stimulation of hunger, drowsiness, apathy, inability to concentrate, lung damage at least 17 times greater than with tobacco cigarettes, lower sex hormone level. Brain cells may lose alignment. Remains in the body 30 days or longer	No†	Yes
Tobacco		Stimulation; relaxation; increased risk of various types of cancer, emphysema, and heart attacks; raised blood pressure; premature wrinkling and discoloration of skin; premature aging.	Yes	Yes

†Psychological dependence can be even more devastating than physical dependence in many cases.

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PERFORMANCE OBJECTIVE 2: The student will cite the major types of drugs and their effects on the body and give examples of each type.

SUGGESTED ACTIVITIES:

1. Distribute the handout What Do You Know? (General Drug Information). Using this as background, review the major types of drugs, their effects, and examples of each type.

2. If not shown previously, show drug information film appropriate to this particular class. Provide a worksheet with two or three questions to be answered while viewing each film. Use these sheets as the basis for follow-up discussion.

3. Have students collect newspaper and magazine articles about drug abuse and misuse, so that they can recognize the prevalence of the types of drug abuse in our society. In each case, have them identify the kind of drug used, its classification, effects on the body, and how it was obtained (prescription, over-the-counter, illegally.) Organize the clippings and information as part of a bulletin display.

4. Take students on a field trip to a drug abuse treatment center. Decide as a class the types of things to look for and the types of questions to ask of the director or therapists. After the trip, discuss what has been learned.

Handout

PERFORMANCE OBJECTIVE 3: The student will relate the prevalence of drug abuse to other social problems and to social change.

SUGGESTED ACTIVITIES

1. Have students devise an anonymous survey to determine the extent of alcohol and other drug use/abuse within their school or community. Teacher may choose to analyze the results and present them to the class, or to have students write a paper comparing results to nationwide statistics.

2. Have students complete Worksheet 34 The Use of Drugs. Students then divide into small groups to discuss their answers. Answers are not to be marked right or wrong, but credit will be given for completion of worksheet and for participation.

3. Show one or more of the following films, and discuss the film's implications:

All Bottled Up	(MCPS 7995)
And I'm An Alcoholic	(MCPS 7736)
BAC's of Drinking and Driving	(MCPS 8286)
Comebacker: The Bob Welch Story	(MCPS 8064)
Father Martin's Guidelines	(MCPS 7732)
Feminine Mistake	(MCPS 7593)
The Family Trap	(MCPS 8197)
The Last Prom	(MCPS 8373)
Trigger Films for Alcohol Education	(MCPS 8024)

4. Assign research projects on topics such as the following. Research may be done individually or with partners, and the results shared with the class:

   Fetal Alcohol Syndrome
   Alcohol and Traffic Safety
   Alcohol and Spouse Abuse
   Alcohol and Child Beating
   Alcohol and Sex Offenses
   Marijuana and Traffic Safety
   The Cost of Alcoholism to Society
   The Relationship Between Drug Abuse and Criminal Offenses
   PCP and Violent Behavior
   PCP and Brain Damage
   Drugs, Alcohol, and Athletic Performance
   Cocaine Addiction and Job Performance
   Smokeless Tobacco and Cancer

5. Have students, in groups of four or five, prepare skits giving reasons for saying No to improper drug use and ways to say No effectively. Present the skits to elementary school students.

INSTRUCTIONAL MATERIALS

Worksheet 33 The Use of Drugs

MCPS films as listed

Worksheet 34

THE USE OF DRUGS

Name _____

Date _____

Period _____

Complete the following exercises:

1. "I consider drug use most dangerous when..." (Rank these situations: Driving, Drinking alcohol, Emotionally upset, With a close friend, At a party with peers, and At school.)

   Most dangerous _____

   _____

   _____

   _____

   _____

   _____

   _____ Least dangerous

2. "In my opinion, the most troublesome consequences of drug use are...." (Rank these situations: Problems with the law, Loss of ability to make responsible judgments, Loud and boisterous actions, Drowsy and lazy feelings, Exaggerated emotions, Loss of ability to drive safely, Damage to physical health, Possibility of becoming dependent on drugs, Loss of parents' and other adults' respect, and Loss of self-respect.)

   Most troublesome _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____ Least troublesome

SAMPLE UNIT ASSESSMENT MEASURE

Have each student pretend he or she has a brother or sister about six years old. Ask each student to list as many reasons as possible to convince the younger sister or brother not to abuse drugs. Alcohol and tobacco should be considered drugs for this assessment.

TEACHER RESOURCES, PRINT

Books

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Dyer, Wayne W. Your Erroneous Zones. New York: Avon Books, 1977.

Elkins, Don Peretz. Glad to Be Me. Englewood Cliffs, N.J.: Prentice Hall, 1976.

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Gold, Mark S. 800-Cocaine. New York: Bantam, 1984.

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NONPRINT

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All Bottled Up (MCPS 7995)
And I'm An Alcoholic (MCPS 7736)
Angel and Big Joe (MCPS 7033)
Angel Death (MCPS 7963)
B.A.C.s of Drinking and Driving (MCPS 8286)
Big Henry & The Polka Dot Kid (MCPS 7552)
Bill Cosby On Prejudice (MCPS 7605)
Blind Sunday (MCPS 7479)
Born Drunk: Fetal Alcohol Syndrome (MCPS 8181)
Comebacker: The Bob Welch Story (MCPS 8064)
Everybody Rides the Carousel (MCPS 7159)
Father Martin's Guidelines (MCPS 7732)
Free to Be You and Me (MCPS 6661)
Growing Up High (MCPS VT415)
It's OK to be Deaf, Denise (MCPS 7183)
Leo Beurman (MCPS 5210)
Lias, Pay Attention (MCPS 7110)
Matter of Inconvenience (MCPS 7550)
My Grandson Lew (MCPS 7497)
Pack Your Own Chute (MCPS 7389)
Reading, Writing, and Reefer (MCPS 7564)
Rock-A-Bye-Baby (MCPS 6095)
Rosey Greer: The Courage To Be Me (MCPS 7562)
Sara Has Down's Syndrome (MCPS 7415)
Stoned: An Anti-Drug Film (MCPS 8496)
Stress (MCPS 6797)
Suicide, The Warning Signs (MCPS
Teenage Turnon (MCPS 7833)
That's My Name, Don't Wear It Out (MCPS 7050)
The Family Trap (MCPS 8197)
The Last Prom (MCPS 8373)
The Prejudice Film (MCPS 6088)
The Shopping Bag Lady (MCPS 7036)
Skating Rink (MCPS 7108)
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Walk Awhile in My Shoes (MCPS 7580)

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Community Resource Agencies

Al-Anon/Alateen Information Service
882-1334

Alcoholics Anonymous
Washington Area Intergroup Association
966-9115

American Council for Drug Education
6193 Executive Blvd.
Rockville, MD 20852

American Lung Association of Maryland
881-6852

Community Awareness Resource Exchange (CARE) Center
401 Fleet Street
Rockville, MD 20850
279-1555
An excellent source of pamphlets, posters, and information for students and teachers. Some pamphlets availat in quantity.

Drug Enforcement Administration
Public Affairs Staff
1405 I Street
Washington, D.C. 20537

Eating Disorders Unit
Washington Hospital Center
110 Irving Street N.W.
Washington, D.C. 20010

MAANA
Maryland Assoc. for Anorexia Nervosa
and Bulimia, Inc.)
222 Gateswood Raod
Lutherville, Md. 21093

Montgomery County Health Dept.
Alcoholism Program
751 Twinbrook Parkway
Rockville, Md. 20851

Montgomery County Health Dept.
PACT Program
11141 Georgia Avenue, Suite 501
Wheaton, Md. 20902
946-6844

Montgomery County Police Dept.
Community Relations Section
2350 Research Blvd.
Rockville, Md. 20850
840-2575

Montgomery County Public Schools
Phoenix I Program
11721 Kemp Mill Road
Silver Spring, Md. 20902
649-3460

Montgomery County Public Schools
Phoenix II Program
Hadley Complex
19810 Laytonsville Road
Gaithersburg, Md. 20877
963-0055

Montgomery County Public Schools
Lathrop E. Smith Center
Confidence Course
Donna Will, contact person
924-2626

National Clearinghouse for Alcohol
Information (NCALI)
468-2600

National Clearinghouse for Drug
Abuse Information (NCDAI)
5600 Fishers Lane
Room 10A-43
Rockville, Md. 20857

National Federation of Drug-Free Youth
(NFP) 649-7100

National Institute on Alcoholism and
Alcohol Abuse (NIAAA)
Prevention Branch Room 16C-14
5600 Fishers Lane
Rockville, Md. 20857

National Institute on Drug Abuse (NIDA)
Prevention Branch, Room 11A-33
5600 Fishers Lane
Rockville, Md. 20857

Overeaters Anonymous
6828 Comrse
Springfield, Virginia
451-8855

Phoenix House Foundation, Inc.
164 West 74th Street
New York, N.Y. 10023
(212) 595-5810

Psychiatric Institute of Montgomery Cty.
251-4676

Second Genesis
14701 Avery Road
Rockville, Md. 20853
424-8500

St. John's Mercy Medical Center
615 South New Ballas Road
St. Louis, Missouri 63141-8221
(resource for eating disorders)

Students Against Drunk Driving (S.A.D.D.)
Local high schools have chapters, or
call the CARE Center
279-1555